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EVERY DAY LISA SWANSON TAKES A HIKE

What Do You Do To Stay Healthy?

See Page 4

PRESIDENT'S VIEWPOINT

This New Year, End the Hypocrisy

This January, the phrase "Happy New Year" rang with ironic echoes. As always, it expressed hope. But this year, hope is enmeshed in a tough battle with hopelessness.

Our nation's people are suffering—and our nation's leaders continue to offer empty words and barren plans for economic recovery. At a time when the American people need jobs, medical care, and food, the White House offers a capital gains tax for the rich and the continuation of trickle-down economics.

America needs leadership—economic leadership, educational leadership. But this Administration and this Congress haven't caught on. And steadily, irrevocably, the six national education goals for the decade—which President Bush endorsed two years ago—move further out of reach.

The President and members of Congress can't be reading the same newspapers I do. Here are some recent headlines: "More Students, Fewer Teachers Equal Overcrowded Classrooms"... "Report Card on Educational Goals: At This Point, the Nation Is Flunking"... "Schools May Close for 3 Days"... "Reforms Put on Hold as School Boards Scramble To Balance Their Budgets."

Those headlines have appeared in major newspapers since the opening of school last fall. They testify to a tragic irony: While our country's leaders continue to call for educational improvement, budget cuts cripple thousands of school districts.

The stories behind the headlines are appalling. Florida's schools enroll 80,000 more students this year than last—with 8,000 fewer teachers. In Orlando, money raised by a PTA for classroom computers had to be diverted to a more immediate need—buying toilet paper for school restrooms.

Schools in Los Angeles enroll 16,000 more students this year than last—with 2,300 fewer teachers. Classes with 35 to 45 students are not unusual.

One-third of the teachers in Holyoke, Massachusetts, were laid off this fall. Middle school students can no longer take foreign languages, art, physical education, industrial arts, or home economics. Elementary and middle school students no longer have counselors, or librarians.

NEA President
Keith Geiger

Teacher layoffs have left the Wales (Massachusetts) Elementary School with three teachers for 199 children. The combined K-2 class has 75 students.

Educational disaster looms in many states. Its roots lie in the 1980s, when the federal government chose to create a welfare system for the wealthy—and to shift the cost of social programs that serve "average" citizens to the state and local levels.

So long as the economy was robust, state and local governments could pick up the slack. But the recession has devastated tax revenues.

State governments are caught in the vise of massive cuts in federal aid and recession-reduced revenues. All across the country, school budgets have been cut to the bone.

Meanwhile, we are alarmed witnesses to a bizarre masquerade. Politicians and pundits speak of the importance of education and the need to improve America's schools. National leaders plan higher educational standards and more student assessment. They pledge support for school restructuring.

They don't speak of the budget cuts that leave fewer teachers and support staff to educate more students. They don't admit that schools are short of textbooks—let alone computers. They don't mention that critical programs—from dropout prevention to foreign language instruction—face elimination. They don't tell the nation that school restructuring plans are gathering dust.

This hypocrisy is not lost on us—America's public school employees. The hope and enthusiasm of recent years are becoming harder to sustain.

We are overwhelmed by facing too many students with too few learning materials. We're drained by trying to meet the social as well as educational needs of children who come to school tired, hungry, malnourished, depressed, frightened...and sad. We're disillusioned by the exhortations to do more, to do better—and to do it with less.

If America lives up to any New Year's resolution for 1992, let it be to end the educational, social, and economic conditions that prevent so many children from learning. Let it be to redefine national priorities to reflect our children's needs. Let it be to end the hypocrisy.

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Cover photograph by Larry Salzman

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NATIONAL NEWS

Health Care Crisis: Finally, Some Action

At last, politicians have noticed: Over 90 percent of Americans believe our health care system needs fundamental change.

"If criminals have the right to a lawyer, I think working Americans should have the right to a doctor....I believe there is nothing more fundamental than the right to see a doctor when you're sick."

With those words, Democrat Harris Wofford made political history. First, he overcame stiff odds to beat former U.S. Attorney General Dick Thornburgh for a Senate seat from Pennsylvania.

Second, and more important, his political message resonated throughout the country. As *TIME* magazine put it, "health care has emerged as the most important domestic issue of the '90s."

And well it should. About 35 million Americans still have no health insurance at all. Americans now spend more than $23,000 a second, $2 billion a day, $733 billion a year on health care—about 12 percent of our gross national product.

If nothing is done to stem the tide, the average family's outlay for health care will double by the end of the decade—from $4,296 a year to $9,397 a year.

By 1995, state governments will spend 24 percent of their revenues on Medicaid, further squeezing out other social spending and money for education.

Up till now, there's been a sense of hopelessness about effecting change on the national level. But a few months ago, a labor-business coalition released a proposal that's getting noticed.

Craig Line

Solutions to the health care dilemma are popping up at the state level, too. Above, over 400 people attend a Vermont Education Association-organized "people's session on the need for health care for every Vermonter" at the statehouse in Montpelier.

The National Leadership Coalition for Health Care Reform is made up of 34 diverse organizations, including Chrysler, Xerox, Lockheed, the American Association of Retired Persons, the United Steelworkers of America, and NEA.

After 18 months of study, debate, and negotiations, the coalition called for a "pay or play" approach to health care reform. Under this plan, all employers would either have to provide health care benefits to employees and their dependents or pay a 7 percent payroll tax that, combined with an employee contribution of 1.75 percent, would fund public health insurance.

To contain health care costs, the coalition proposes "global budgeting," a process now used by Canada to set a national health care budget. Each year providers would sit down with payers to develop a budget they would meet. (See chart below for further details.)

"The most attractive features of the coalition plan," notes John Dunlop, director of NEA's Collective Bargaining and Compensation Division, "are its feasibility and its practicality. This plan can be sold to Congress."

—Stefanie Weiss

Look to future issues of *NEA Today* for continual updates on this critical topic.

A COMPARISON OF NATIONAL HEALTH CARE PLANS

Plan	Description	Advantages	Disadvantages	Political Prospects
SINGLE-PAYER	Government would finance health care while private physicians and hospitals would provide it.	Would cover all Americans. Would contain rising costs. Would lower administrative costs by eliminating paperwork and confusion caused by current 1,500 health insurance companies. Would produce economies of scale. Would encourage preventive care.	Would require additional taxation. Could cause waiting lists for certain medical procedures.	Dim at the present time. Legislators consider it too radical a departure from current system. Health care and health insurance industries strongly opposed. The prospect for single-payer plans appears more promising at the state level.
PAY OR PLAY	All employers would either provide employees with health insurance coverage or pay a payroll tax to help underwrite the cost of a public insurance program that would cover their employees and others without employer-paid insurance.	Would cover all employed Americans. Would build on current system. Could include cost containment measures. Could include administrative cost savings.	Would leave 1,500 existing health insurance companies in place. Would place cost burden on employers. May not encourage preventive care.	Decent. Recently received support of large coalition of businesses, unions (including NEA), and consumer groups.
BUSH ADMIN. PROPOSAL (As of December 1991)	A national health insurance card for each insured American. The information on the card could be read by health care providers' computers.	Could lower administrative costs by reducing the number and variety of insurance claim forms.	Will not cover all Americans. Will not control costs. Will not be technologically possible until the end of the decade.	Uncertain. Favored by those who prefer no major changes in the current health care system.*

* At presstime, White House staff indicated the President would include a health care reform proposal in his State of the Union address.

HEROES & ZEROES

The Kinder-Gentler-Nation Award goes to Michigan's Governor John Engler for kicking 83,000 people off general welfare assistance just before Thanksgiving. Some results of his $200 million in cuts: increased hopelessness, homelessness, and deaths. One woman died when she tried to make her medicine last longer by taking only half the prescribed dose.

Balancing a budget by negating a need—no surprise from a man who calls his attack on teacher tenure "education reform."

Best candidate for cloning: retired California teacher Margaret Truppi. After 32 years of public school teaching, Truppi retired—but didn't stop. Now 79, she volunteers her time teaching immigrant children English. And she volunteers her money, too, donating $32,000 of her life savings to create two school library trust funds.

Hats off to *Money* magazine, too, for hailing Truppi as a model citizen. Notes *Money's* Managing Editor Frank Lalli: "She believes in public education. She knows that money matters. And she's sure each of us has a gift to give to the children."

From the Doublespeak Department, here's President Bush's definition of public education: "Whether a school is organized by privately financed educators or town councils or religious orders or denominations, any school that serves the public and is held accountable by the public authority provides public education."

So what's a "private school" now—maybe a training camp for soldiers who haven't made corporal?

Enough "wasting precious time" and "fuzzing up" the real issues, says courageous Keel Hunt, a top aide to Lamar Alexander when he was governor of Tennessee. "I think the people who want public money for private schools—at a time like this—ought to say what they mean....When they say 'choice' they mean choosing your tax dollars to pay for their private schools. Nice trick. Their idea of first aid must be to shoot the wounded...I say we ought to save our public schools first."

COVER STORY

WELL

Larry Salzman

With the nation's health care system on the critical list and health costs rising at a feverish rate, the best thing you can do is stay healthy.

Six years ago, Minnesota's North St. Paul/Maplewood/Oakdale Education Association (NMOEA) bargained a simple sentence into its contract: *The district will provide the negotiated wellness program.*

Today, school district employees are riding the wellness bandwagon, reaping the benefits of a comprehensive program that offers blood pressure and cholesterol screenings, after-school aerobics and walking clubs, stress and weight management programs, and classes on everything from care giving to nutrition.

"We've reduced our premiums by $59,000 a year. At the same time, we've detected life-threatening illnesses through blood pressure and colon cancer screenings.

"Those screenings led to early treatment, and early treatment saves lives," says Larry IntVeld, a counselor at Tartan High School and the local Association's chief negotiator.

"Had the Association not bargained for a wellness program, the district might not have developed the type of program we have today," says district wellness coordinator Sue Gutbrod. "The staff made it a priority in their contract."

Can a wellness program change someone's life? Ask Hulane Zolet of Baltimore County, Maryland. Five years ago Zolet, an instructional assistant at Pikesville Middle School, began taking part in her district's wellness program.

Today, Zolet's 30 pounds lighter than she was in those days. She takes a daily aerobic walk to ease stress. And, as her building's wellness coordinator, she leads her colleagues' fitness efforts.

"I've seen dramatic changes in myself and in many of the teachers taking part in the program," says Zolet. "We've developed a community of wellness, and that's having a positive effect on the entire school."

All across the country, school districts are beginning to realize the value of worksite wellness programs. As health care costs continue to skyrocket, staying healthy may be the best way to fight back.

Wellness experts note that schools are prime sites for wellness programs. "Schools are ideal, because you have the facilities right there," explains Larry Chapman, a wellness consultant who's worked with NEA and its affiliates.

"School employees' work and lifestyles demand a wellness program," adds Minnesota's Sue Gutbrod. "Consider what they face: the stress of running a classroom, the hours without physical activity, the staff meetings with lots of doughnuts and coffee, and the exposure to children with viruses and flus.

"When you talk about wellness, you

WHAT'S YOUR RISK?

Health experts today look at the way we live—our jobs, our surroundings, our habits—to help them judge our risk of serious disease. Do any of these phrases sound familiar? If so, a wellness program could help.

- Little time to exercise
- Stress on the job or at home
- Lack of regular blood pressure and cholesterol screenings
- Poor nutrition and weight management
- Frequent colds and flus
- Little access to counseling
- Alcohol or drug use or misuse
- Smoking
- Poor safety habits (not wearing seatbelts, for example).

Jim Lightner

At right: A healthy start: (left to right) Betty Kestler, Mary O'Melia, and Rose Rubin begin their day with bagels. (Hold the cream cheese!)

COVER STORY

NESS AT WORK

talk about making a cultural change to a healthy lifestyle.''

The NMOEA's program is a prime example of a comprehensive package tailored to the needs of its employees, Gutbrod explains.

Each of the district's 13 buildings has its own wellness coordinator who tailors the program's services to the staff. Every year a health-risk appraisal pinpoints employees' current needs.

The program includes an incentive system—participants can accumulate points for wellness activities and receive prizes. Each building receives a constant stream of health materials as well.

In Baltimore County, the on-site coordinators are energetic innovators.

Minnesota local negotiator Larry IntVeld.

Photos by Larry Salzman

Minnesota wellness coordinator Sue Gutbrod

At Deep Creek Middle School, the school nurse, with funding from the incentive and wellness program and the help of her principal and physical education department, developed a fitness room, complete with weight machines, for faculty and staff.

Other Baltimore County schools put together walking teams to enter the district's annual fitness contest. This year the teams are counting the number of minutes each team walks throughout the year. Hulane Zolet is leading two Pikesville teams.

The wellness programs make a difference, says Sharon Freedman, a reading specialist at Pikesville. ''I find I have fewer colds, I'm in better shape, and I'm able to deal with the stress of my job because of the exercise.

''I can see it in others, too,'' adds Freedman. ''People have really changed their habits.''

School employees' fitness activities affect students, too, adds Paul Vogel, a physical education teacher at Maplewood's Carver Elementary School.

''We're trying to build a healthy school community for staff and students alike. For me, that means reversing the nationwide trend for kids to be sedentary, eating junk foods and watching television—to lead unhealthy lives.

''It makes my job of getting kids into fitness much easier when they see their teacher out there every day, walking for personal wellness,'' adds Vogel.

But if wellness works, why aren't more districts getting involved?

''Lack of money is one reason,'' says Larry IntVeld, chief negotiator for the NMOEA.''Districts struggling with budget problems are reluctant to set aside funds for wellness programs or wellness specialists. What districts need to realize is that even a small investment in a wellness program and wellness specialist will reap long-range returns.''

Francis Reisig, the Baltimore County Public Schools finance director who established the district's wellness program, agrees.

''Eight years ago, we worked with volunteers and community services to get the program going.

''After seeing that a wellness program does indeed make a difference, school officials made the commitment to continue the project.''

''Last year,'' adds BCPS wellness coordinator Fran Germeroth, ''the insurance rate increase for Baltimore County was the lowest in the state. Wellness definitely played a role.''

But having a wellness program doesn't guarantee smooth sailing over health care issues, cautions IntVeld. ''At the moment, we're at an impasse in negotiations. One of the key stumbling blocks is the high cost of health insurance.''

Still, a wellness program is one of the best ways to deal with the health care crisis—by keeping everyone as healthy as possible.

''Our blood-pressure screenings and mammograms have resulted in early detection of life-threatening illnesses,'' says Baltimore County's Fran Germeroth.

''If districts insist on looking at costs,'' says Larry Chapman, ''ask them to consider this—the costs of health benefits, workman's compensation, short-term disability, are going up 22 to 35 percent a year. If this climb doesn't come under control soon, districts will reduce employees' salaries and benefits. Then they won't be able to replace employees who retire or leave the system.''

''We need to change behavior that directly contributes to heart problems, diabetes, and other serious illnesses,'' explains Zolet. ''That saves lives, not just money. Our health is important, and fitness really does matter. It's a message that lasts a lifetime.''

—Anita Merina

GET WELL SOON: HERE'S HOW

Interested in bringing wellness to your district? Here are some essentials:

- *Administrative structure.* This includes a program coordinator, individual site coordinators, a steering committee with employee representatives.
- *Communication.* Ongoing publicity through newsletters and health materials.
- *Health assessment and screening services.*
- *A supportive environment.* Smoke-free schools and release time, for example.
- *Funding.* Enough for a wellness coordinator but even better when funds cover services as well.

—A. M.

(left to right) World class walkers Hulane Zolet, Joann Cason, and Geri Doran

Jim Lightner

HUMAN RIGHTS

Multicultural Education:

Educationally Correct

A couple of NEA members say a multicultural classroom approach benefits all students.

Multicultural education's in good company: Along with many other means of helping Americans recognize and honor unity and diversity, it's been attacked as an attempt to force everyone to adopt "politically correct" but unrealistic and divisive ways of thinking.

That's just not so, say teachers Karima Amin and Mark Desetti. Multicultural education is an "educationally correct" way to update the curriculum and give all students a place in it. It boosts students' academic performance. And it lends itself to a variety of applications.

Amin has been practicing multicultural education since 1969. Currently teaching interdisciplinary language arts at the Build Academy in Buffalo, New York, she gives her students the history and social studies background they need to understand fiction and poetry. She also carries out Buffalo's guidelines for infusing Black contributions into the curriculum at all levels.

Amin's seventh and eighth grade students are Black, German, Italian, and Polish Americans and American Indian/Alaska Native. All are receptive to multicultural education.

"That's because I help them extend their world beyond their home, their block, and Buffalo," Amin says. "My students learn that their world is the United States, the Western hemisphere, and the whole globe. And they learn how to get along with the people of that larger world."

Drawing on her storytelling gift, Amin teaches students to study fiction from many cultural perspectives. "All cultures have stories about animals, about good and evil, and about people who do something stupid," she says. "I tell stories from all these categories, and the students tell similar stories that they learned from their parents and grandparents."

Amin also introduces her students to Black literature, such as *The Autobiography of Malcolm X,* Claude Brown's *Manchild in the Promised Land,* and poems by Langston Hughes. And she gives them special projects.

Two years ago Amin adapted the popular African-based rap music for her class, writing a rap about Black Americans who've contributed to humanity. Then the students wrote their own raps about individuals in their families and cultures.

What did they learn? "An essential lesson," says Amin. "Heroes are not just the people in history books. My students and their families have made history, too."

California's Mark Desetti also emphasizes multicultural education. He teaches multicultural literature, social studies, fine arts, and Spanish bilingual education at Columbus Elementary School. He also serves as president of the Glendale Teachers Association.

This year, 80 percent of Desetti's students are language minorities. His Latin American students speak Spanish and English. His Armenian students speak Armenian, English, and the languages of the countries they have lived in or passed through—Arabic, French, German, Persian, and Russian.

To help the students benefit from their diversity, Desetti teaches them about the many cultures represented in the United States. He also writes his own materials or translates stories into Spanish.

"Besides teaching about the obvious differences, such as language, I emphasize things that make us all one," he says. "In my classes, we learn about each other so we can be friends instead of strangers."

Desetti does this through tales and stories. After the students read Virginia Hamilton's *In the Beginning,* they discuss why tribes from California and New York both have creation tales about the earth supported on the back of a turtle. They do the same thing with Ed Young's *Lon Po Po,* a Chinese "Little Red Riding Hood" tale.

Desetti's emphasis on universals has paid off. Last year, his fifth grade English reading group read and discussed three books about slavery—Paula Fox's *Slave Dancer,* Scott O'Dell's *My Name Is Not Angelica,* and Jean Fritz's *Brady.* This year, those students are in the sixth grade. After television stations showed videotape of Los Angeles police beating up Black American Rodney King, those children helped their schoolmates understand the basic rights issues involved.

The result of Amin's and Desetti's multicultural approach is that all their students enjoy school—and show it through increased class participation and high grades.

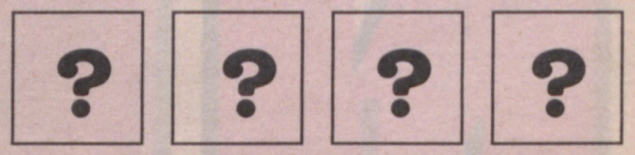
Research says teachers like Amin and Desetti blend a variety of approaches. James Banks, University of Washington professor and writer, lists four basic approaches to multicultural education.

- In the *contributions* approach, students learn about ethnic groups at specific times of the year—Hispanics on Cinco de Mayo, Asian and Pacific Islanders during their Heritage Month.
- In the *ethnic additive* approach, educators add ethnic content to the existing curriculum—for example, discussing the Harlem Renaissance in a unit about American literature between the World Wars.
- In the *transformation* approach, educators provide ethnic perspectives on the issues, events, and writing that they are teaching about.
- In the *social action* approach, students learn to make decisions related to their learning. An example of this approach would be to have students study discrimination with a view toward eliminating it in their school.

—Mary Faber
NEA Human and Civil Rights

WASHINGTON WATCH

Who Will Be the True Friends of Education?



In the session that just opened January 3, members of the U.S. Congress will have the chance to either uphold the historic federal role in public education—or take the first step toward abandoning it.

The bill to watch is the Neighborhood Schools Improvement Act. In both its House and Senate versions (respectively H.R. 3320 and S. 2), this is the Congressional Democrats' response to the Bush Administration's America 2000 bill.

It should be a good bill, offering some $700-800 million in aid to states to reform their public schools and reach the national education goals.

But it could end up instead as a vehicle for diverting federal aid to private and parochial schools—unless Congress stands up for the traditional federal role and votes such provisions down.

The traditional federal role is to enhance education quality and expand educational opportunity for all children—not to allow limited federal taxpayer dollars to go to nonpublic schools.

"For the first time that I can remember," says NEA lobbyist Isabelle Garcia, "we don't know who our friends in Congress are—who will take the lead in keeping private school aid provisions out of the law."

That's because this is an election year. "There's competition between a would-be 'education President' and a historically supportive 'education Congress,'" Garcia explains.

"Education's traditional friends—most of them Democrats—are under pressure to compromise with the Bush Administration—to go along with some kind of nonpublic aid program—just to get a reform bill passed," she adds.

At press time, at least four hostile private-school choice amendments were expected to be introduced to S. 2, and H.R. 3320 had already been voted out of committee with language that allows funding for choice programs that could include nonpublic schools.

As you read this, the Senate may already have taken action on S. 2, and you may already know which Senators proved themselves to be friends of public education.

But the final vote on the Neighborhood Schools Improvement Act is not in. There is still action in the House to come, then a conference to reconcile the two versions.

How this plays out, how Congress treats public education this year, is prologue to how it will handle next year's blockbuster education bill: the multibillion dollar reauthorization of the Elementary and Secondary Education Act.

The aid-to-private-schools action is not all at the federal level. Private school aid bills are popping up in state legislatures across the country. Some will succeed—making it that much easier for a U.S. Senator or Representative to vote for a similar bill on the national level.

So write your members of Congress; make sure they know what you expect of a friend of education.

Local Look

CALIFORNIA

Contract Eases Cuts

This school year has been tough and scary for teachers and support staff in the Los Angeles Unified District. A whopping $15 billion state budget cut took its toll, creating a $243 million shortfall for LA schools.

In response, the district instituted deep cuts in staff and programs. It raised class sizes, froze the teaching materials account, put fewer professionals in the classroom, and made major reassignments.

The final blow: a four percent pay cut. More than 13,000 school employees participated in a "Don't You Dare!" rally outside district headquarters.

The United Teachers of Los Angeles have now secured a tentative agreement that includes a payback of the salary cut; a restored salary schedule as of next July; substitutes for secondary schools; an early retirement incentive; and the rehiring of some provisional teachers who'd been pink-slipped.

"This agreement is the best we could hope for at this time," says UTLA President Helen Bernstein. "We live in the real world, and that world now is in economic chaos."

NEW YORK

Help from Friends

"A lot of locals supported our fight for a contract," recalls Sally Weed, head of the Canisteo Education Support Personnel Association (CESPA). "Association members from all around came to rallies and board meetings."

Although the 36-member CESPA and the Canisteo Teachers Association are united, teachers and support staff bargain separate contracts.

Getting CESPA's first pact took nearly two years and over two dozen unfair labor practice charges.

But CESPA was never alone. CTA members wore buttons and red CTA-CESPA T-shirts to show their support—in school, in school board meetings, and in the streets. More than half a dozen NEA-New York locals sent donations.

CESPA's new agreement with the district provides retroactive pay raises of 8 percent, 8 percent, and 5 percent.

Says local Association President Pat Knapp: "The teachers gained strength, and the support staff gained confidence."

SOUTH DAKOTA

Two Contracts

At the end of the school year, if there's any money left in their district's budget, the 1,100 members of the Sioux Falls Education Association will get it. Their new contract guarantees them 6 percent raises, plus what could be another $1,000 each.

"They say they don't have money. We know they do," asserts SFEA President Elaine Roberts. "This is our way of getting at it."

Roberts says the district has built up a $14 million surplus over the past five years by overestimating expenses and underestimating revenues. (The district has used "surplus" funds for new buildings.)

Sioux Falls education support personnel won't see any surplus dollars this year, though. Though a fact finder ruled they deserve 6 percent raises, over 200 Association members—educational assistants and clerical employees—will get only 3 percent. "Regardless of years of experience," says Deanna Gulden, president of the secretaries' local, "nine out of 10 secretaries remain at step one."

IN 'RIGHT-TO-WORK' ARKANSAS

Jeff Mitchell

Enjoying their election victory are these members of three Little Rock ESP units: from left to right in the front row are: James Adams, Mike Campbell, Charlcie Gibbs, Willie Givens, and Theretha Jackson. Behind them are Eleanor Coleman (left) and Gwendolyn Porter-Cole.

Little Rock ESP Units Outvote Union-Busting Board

Three ESP units of the Little Rock Classroom Teachers Association (LRCTA) overwhelmingly rebuffed a school board attempt to take away their bargaining rights. Not only that—they increased membership by 30 percent, to more than 600, after their school board tried unilaterally to decertify LRCTA last May.

When the votes were counted in a December decertification election, this was the result: Bus drivers voted for LRCTA by 167 to 3; teacher aides, by 317 to 18; and custodians, by 198 to 4.

The ESP units and the board have had a rocky relationship ever since the three units got board recognition in 1984. In November 1988 the bus drivers struck to force the board to bargain a contract.

When the multi-year contract expired this spring, the board made no move to negotiate a new pact. Instead, it questioned whether LRCTA had the support of the majority of members necessary to represent the support personnel.

Other locals sometimes face opposition by rival unions, but "our only rival is management," asserts Willie Givens, a custodian at Central High, who chairs the ESP units within LRCTA. "The Little Rock School Board would like to see us return to a weakened 'meet and confer' agreement."

To meet the decertification challenge, the three units presented audited membership reports, which showed membership in the three units to be approximately 54 percent. The board disputed the reports and called for a decertification election.

The three ESP units filed a petition for an election, only to face another rebuff. The election, scheduled for October, was canceled on the shakiest of pretexts: the board charged the local with campaigning on school property. The rescheduled vote finally took place in December.

The three ESP units are now establishing dates and ground rules for bargaining. Concludes Givens: "We put our livelihood on the line and came out strong. With 78 percent of workers supporting the local, we've proven we're more unified than ever."

Adds LRCTA President Eleanor Coleman: "I've never doubted we'd win. Now other noncertified employees are coming to us for representation."

VIRGINIA

The Budget Battle

The signs along 260 miles of Fairfax County roads last month held a simple message: 'Call your lawmakers to save your schools.'

The roadside protest is one of many organized by the 6,900-member Fairfax Education Association to fight budget cuts devastating their county's 200 schools. At press time, the county board of supervisors had voted to cut $25 million in school funds. The move would ax jobs, special programs for students, and class size limits.

FEA has begun a massive campaign to mobilize the public in the fight to restore school funding. Among its activities: a monthly work-to-rule campaign, demonstrations at every school board meeting, and an information blitz targeting parents and community leaders.

State aid to Fairfax schools has declined $26 million and could drop $63 million more.

COLORADO

Consensus on Cash

The St. Vrain Valley school district used to squeeze every penny—so tightly that reserves equal to more than 10 percent of its budget were in the bank. Three years ago the St. Vrain Valley Education Association nearly went on strike.

This negotiating season a new superintendent brought a new approach: the U.S. Department of Labor's version of consensus bargaining.

The resulting contract includes provisions the district would never bargain before—a sick leave bank, improved leave provisions, early retirement incentives. And a written commitment for future negotiations: to include class size and to cap the district's reserves at four percent of its budget.

State Side

OKLAHOMA

Consolidation Blues

When their tiny Sumner school system agreed to be annexed by three nearby districts, five members of the Oklahoma Education Association suddenly found themselves "with no jobs, no pay, nothing." Seems the district forgot to specify what would happen to its teachers.

None of the three receiving districts would agree to become the successor "local education authority," said former Sumner teacher Cindy Rupp, "because that would've meant it had to give us severance pay and unemployment benefits."

At that point OEA stepped in. The Association persuaded the state department of education to rule that in cases like Sumner's, consolidation incentive funds can be used to pay for unemployment benefits, and a successor district can be appointed if nobody volunteers.

Sumner was one of some 25 student-poor districts that took advantage of consolidation incentives in Oklahoma's 1990 school reform bill.

WEST VIRGINIA

Collective Lobbying

Along with a host of other unions, the West Virginia Education Association is organizing the biggest push for a collective bargaining law in the state's history.

Calling the public's attention to the need for such a law, WVEA and the other members of the coalition are blanketing the state with editorials and letters and hosting several events.

State leaders are urging local Associations to head the collective bargaining effort by establishing bargaining in their own counties.

"It's time West Virginia workers had a voice in setting their wages, hours, and working conditions," says WVEA President Kayetta Meadows. "And bargaining makes a difference to reform efforts. It means better schools for our students."

WISCONSIN

Pension Raid Halted

In a major legal victory for Wisconsin public employees, a county circuit judge ruled that state pension funds are to be used for funding pensions—and nothing else.

When the state lifted $86 million from the fund in 1987 to free up money for business development, the Wisconsin Education Association Council filed suit. "Our objective," says WEAC legal counsel Bruce Meredith, "was to maintain the integrity of the fund."

"If the state were allowed to do this," adds co-counsel Tony Sheehan, "the next step would be to allow the state to pave roads with the money."

If the ruling survives likely appeals, the state will be required to reimburse all retirees for the benefits they lost as a result of the raid. Total cost, including interest: nearly $100 million. For the average retiree, that could mean a 2.6 percent fatter pension for life.

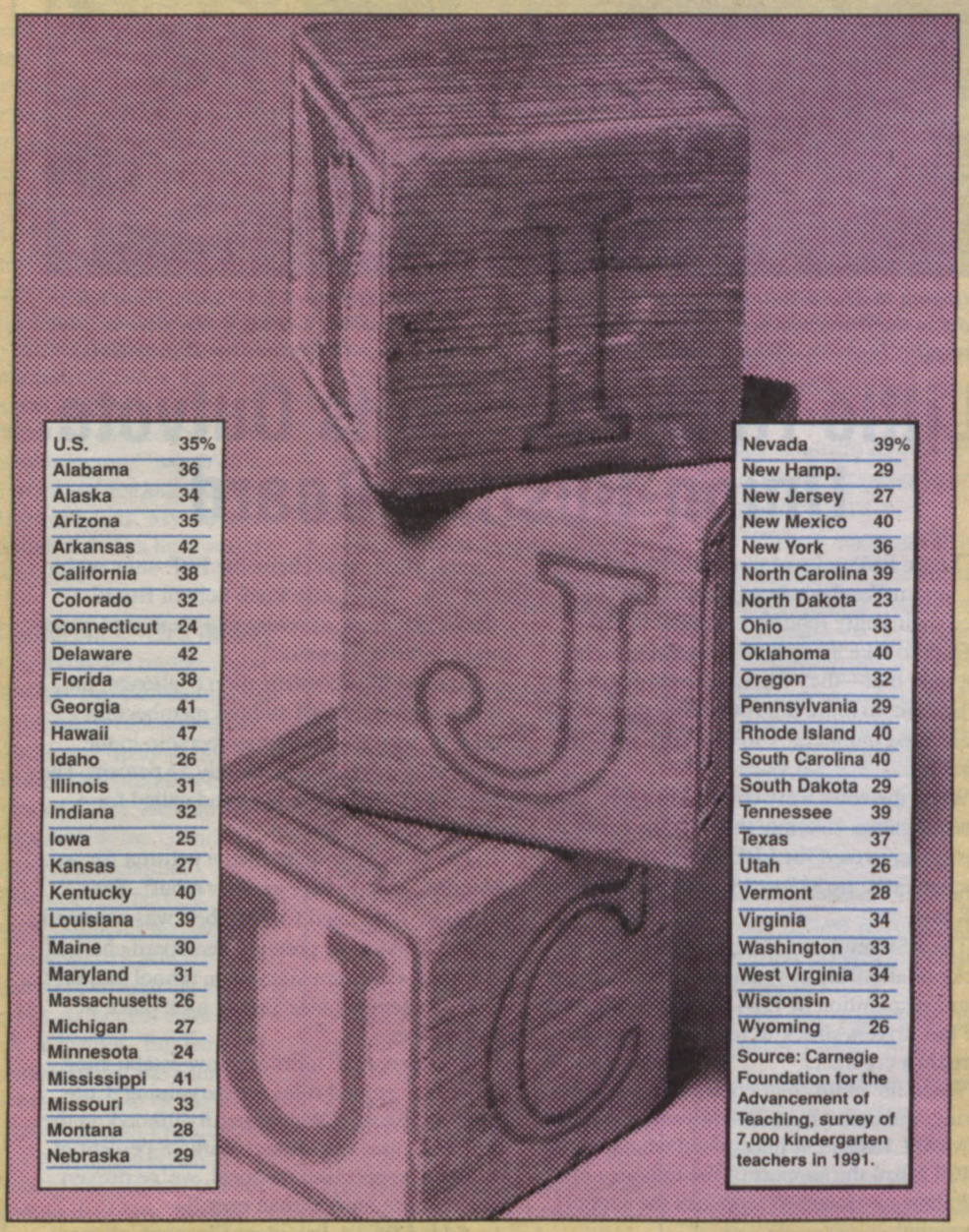
SCHOOL READINESS

Teachers Think Kids Are Unprepared

About 35 percent of kindergartners are unprepared for school according to a survey of 7,000 kindergarten teachers in a report issued by the Carnegie Foundation for the Advancement of Teaching. Forty-two percent of the teachers indicated that kids were less prepared for school today than five years ago.

The Carnegie Report notes that half a million kids are malnourished, and 1.5 million childen under 6 aren't covered by health insurance. Among the other factors hurting kids, says the report: inattentive or overworked parents, unsafe neighborhoods, mindless TV programs, and isolation from adults.

Below, by state: the percentages of kindergarten teachers surveyed who think kids weren't prepared to begin school.



U.S.	35%
Alabama	36
Alaska	34
Arizona	35
Arkansas	42
California	38
Colorado	32
Connecticut	24
Delaware	42
Florida	38
Georgia	41
Hawaii	47
Idaho	26
Illinois	31
Indiana	32
Iowa	25
Kansas	27
Kentucky	40
Louisiana	39
Maine	30
Maryland	31
Massachusetts	26
Michigan	27
Minnesota	24
Mississippi	41
Missouri	33
Montana	28
Nebraska	29
Nevada	39%
New Hamp.	29
New Jersey	27
New Mexico	40
New York	36
North Carolina	39
North Dakota	23
Ohio	33
Oklahoma	40
Oregon	32
Pennsylvania	29
Rhode Island	40
South Carolina	40
South Dakota	29
Tennessee	39
Texas	37
Utah	26
Vermont	28
Virginia	34
Washington	33
West Virginia	34
Wisconsin	32
Wyoming	26

Source: Carnegie Foundation for the Advancement of Teaching, survey of 7,000 kindergarten teachers in 1991.

HAWAII

Parents as Partners

Members from all 12 chapters—or affiliates—of the Hawaii State Teachers Association are meeting with parents and community leaders to discuss deteriorating conditions in schools.

Among the horror stories: conducting classes in 90-degree heat, competing to be heard above noisy construction, and—in one case—having to hold class in a former bathroom.

HSTA's action—called Project: Partners—took off after the state legislature established a task force to look at the education governance system.

The project is reaping new support for teachers, and teachers are urging parents to testify at task force open hearings.

PENNSYLVANIA

Saying No to 'Choice'

For now, Pennsylvania public schools won't face the destruction posed by school vouchers. That's the decision the state legislature took in December, defeating a plan to offer every Pennsylvania child $900 to attend any public, private, or parochial school.

Off the top, $300 million in state funds would have gone to the 350,000 children already enrolled in private and parochial schools.

Two weeks before the vote, the plan seemed sure to pass. Then the weight of a 26-member public education coalition began making itself felt. The Pennsylvania State Education Association, along with the ACLU, the League of Women Voters, the PTA, and others, mobilized their 3 million members.

Lobbying on the other side were U.S. Education Secretary Lamar Alexander and Vice-President Dan Quayle.

"This is an important victory," says PSEA President Annette Palutis. "But the fight goes on."

TENNESSEE

Rally for the Cause

The Tennessee Education Association is holding an all-member rally in Nashville this month to tell legislators they're outraged about this year's budget cuts.

At the rally, TEA will support Governor Ned McWherter's tax plan. Among its provisions: a reduction in class size by five at every grade level; 700 to 800 more counselors statewide; more money for educational assistants, and school secretaries; and more.

Concludes TEA President Relzie Payton: "We're going to work for this tax package. There's no reform without the money to pay for it."

Meet:

The Country's Doctor

Surgeon General's office

Antonia C Novello

Antonia Novello's appointment as U.S. Surgeon General in 1990 made her the first woman and the first Hispanic to hold that post. Before her appointment, Novello was director of the National Institute of Child Health and Human Development, a division of the National Institutes of Health. She's also been a pediatric kidney specialist in private practice.

Novello's office decor reflects her concern for children: Cabbage Patch dolls of many hues recline in the reception area, and the walls display quilts dedicated to two young victims of AIDS.

As a child in Puerto Rico, Novello suffered from a congenital intestinal disorder that required her to spend each summer in the hospital. Her experiences with medical professionals—particularly the pediatrician in her hometown of Fajardo—fueled her desire to become a doctor.

NEA Today ***staff writer Diane Dismuke recently spoke with Novello at her Washington, D.C. office.***

What new perspective do you bring to your office?
Today's health agenda lends itself more than ever to a sensible and sensitive approach. As a woman, I don't have to be taught sense and sensitivity. They come naturally.

More importantly, the agenda has changed regarding issues that concern women and minorities. Now, all of a sudden, here I am, a minority woman, in charge of the agenda. I don't have to read about this agenda, I don't have to prepare for it. To do the job, I only have to utilize what I've learned all my life.

How do you view your role?
I'm an independent broker. My constituency is the American public, and my bosses are the Secretary of Health and Human Services and the President of the United States. I'm here to take the message of the people—as I hear it, see it, and feel it—to those who set policy.

Is that why you've asked the alcohol industry to voluntarily stop ads aimed at teens below minimum drinking age?
Yes. I see too much underage drinking, too much acceptance of rite-of-passage type drinking. Incidentally, the typical underage drinker in this country isn't a minority kid, but a 16-year-old white male who consumes at least five drinks a week.

Most drinkers drink to change the way they feel. When 16-year-olds drink to change the way they feel, we have a problem. And everybody—from the parents to the community, to the schools, to the media, to the alcohol industry—must assume responsibility.

Some critics think you should take a stronger stand against alcohol advertising.
You can't solve problems of that magnitude, that have gone on for so long, unless both sides discuss their views. To regulate or legislate without discussing things with the other party would be incomplete. It would be decision making in the abstract.

That's what makes a woman Surgeon General different: a woman is more likely than a man to bring points from both sides to the discussion. If we both don't become part of the solution, we're both going to be part of the problem. Also, I want to give the alcohol industry time to decide what's wrong with their perspective and a chance to tell me what they might be doing.

What health issues most affect kids?
For now I'm concerned about their being healthy in every way so they can learn.

To help ensure that every child will be immunized against infectious diseases, I'm publicizing a campaign my own agency is sponsoring. HHS is working with local health organizations across the country to offer immunizations, either free or based on a sliding income scale, at places and times convenient to parents. We're particularly concerned about kids not being immunized against measles. Many young parents never knew anyone who had measles, and so neglect this important protection.

Carolyn Salisbury

HHS and the U.S. Department of Agriculture are also concerned about nutrition. Together we're sponsoring a project reflecting our belief that family should be every child's first Department of Health and Human Services.

The project—called "Healthy Children Ready To Learn"—calls for the governors of all 50 states to invite parents—representing the demographic makeup of the country and each state in particular—to participate in a conference in Washington, D.C., this month. Along with teachers, educators, and health professionals, they'll tell us what needs we must address.

What can teachers do to make kids more responsible?
Teachers are extensions of parents. As such, they're role models, whose behavior says as much as their words. You can't ask a kid to stop smoking when you're holding a cigarette in your hand. You can't tell a kid not to drink and then go to parties where booze is served and kids are watching.

We all have to demonstrate responsible behavior. It has to start in the home, but it must follow in the school.

Who was your own role model when you were growing up?
My mother. In another year, she'll have spent 50 years as an educator in Fajardo, first as a teacher, then as a school principal. She was, in fact, my own seventh grade math and science teacher.

All my life, I've seen my mother studying. She started out as a teacher with a two-year college education, then she took her bachelor's degree, then her master's. So I've always thought that in order to succeed, you must work in stages, carefully preparing for each.

But more important, my mother felt that education was the key to a better life, and she pushed my brother and me to do our very best.

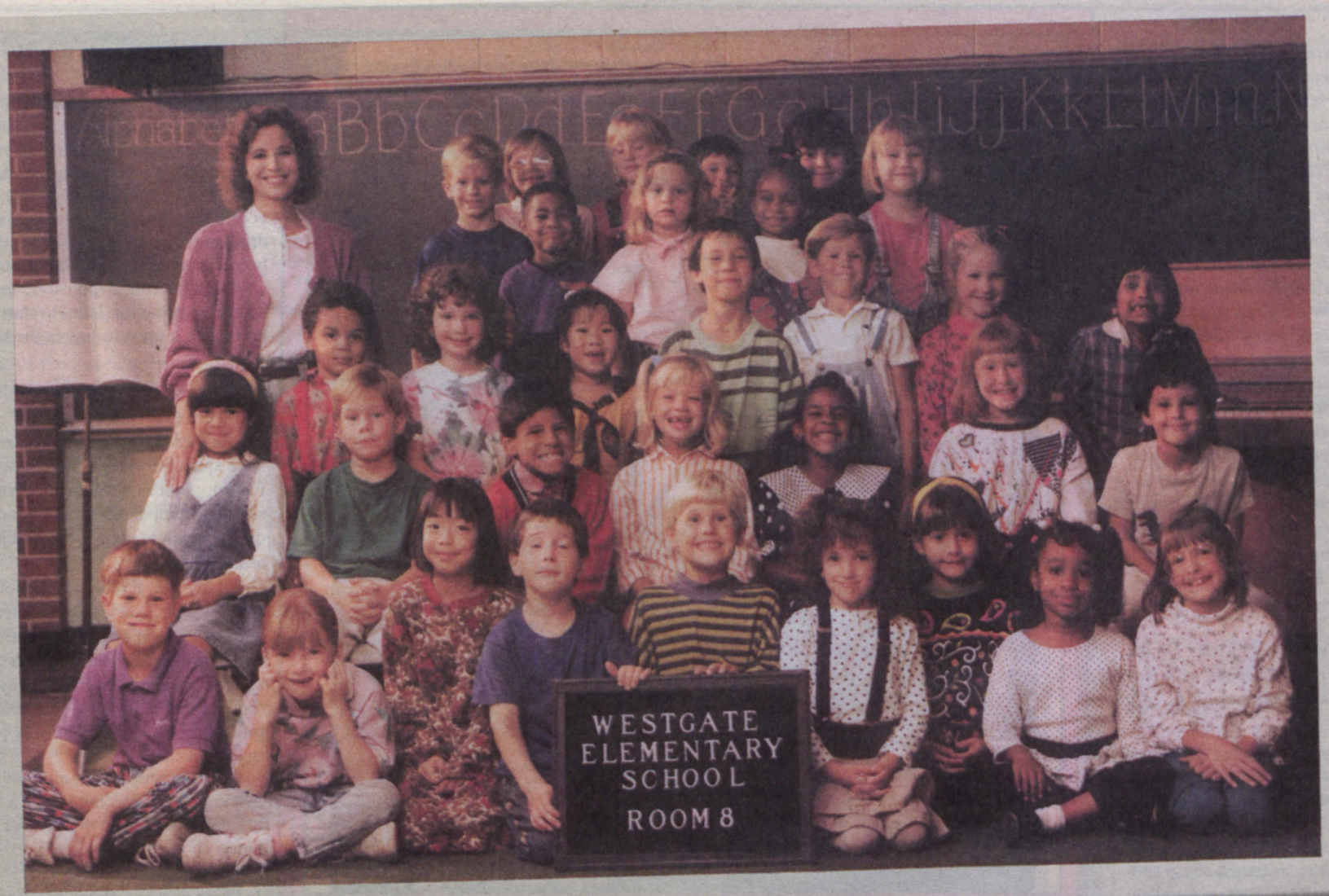
Is there any one thing you hope to accomplish during your term?
My agenda includes the underage drinker, women smokers (we know that women are more likely to smoke than men), medical research that overlooks women, children who need to be vaccinated, children who might not come to school healthy and ready to learn, and the AIDS crisis. I have a feeling that's enough to keep me busy.

When I leave office, I'd like to be able to say: "Kids got vaccinated because we worked on it. Underage drinking was at least thought about much more comprehensively. Research began targeting women as well as men."

I'd also like to be able to look back over my term in office and see that somewhere along the way women stopped smoking—if not for themselves, then for their children. If you give children the gift of life, don't forget to give them the next best gift: a normal birth weight. Every time a pregnant woman smokes, she's compromising her child's survival in the first year of life.

I'm working on all those things so that in 20 years I'll see that children benefited from my four years in office.

For the guardians of our planet,



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RESOURCES

TV Tips

Moyers: Hate on Trial—*PBS, Wednesday, Feb. 5, 8-11 p.m. ET.* This third and final program in a series on hate focuses on the recent trial of John and Tom Metzger, both found liable in the murder of an Ethiopian student by three skinheads in Portland, Oregon. Host Bill Moyers gets the perspective of several people involved in the proceedings, including Morris Dees, attorney for the prosecution.

The Class of the 20th Century—*Arts & Entertainment, continuing series, Thursdays, Feb. 6, 13, 20, & 27, 8-9 p.m. ET.* Prominent Americans—including playwright Neil Simon, consumer advocate Ralph Nader, and former baseball great Mickey Mantle—share their most important memories and send a personal message to people of the year 3000.

Scientific American Frontiers—*PBS, Wednesday, Feb. 12, 8-9 p.m. ET.* Continuing monthly series. Topics of February's episode include computers interacting with humans and animal intelligence.

For free materials, including a teacher's guide, a reproducible student activity sheet, a newsletter, and a color poster, call 800/523-5948; in Pennsylvania, 800/637-8509.

PBS

Long Ago, Far Away—*PBS, Saturdays, 6:30-7 p.m. ET.* Feb. 15: "Bill the Minder." Feb 22: "The Pied Piper of Hamelin." Feb. 29: "The Reluctant Dragon."

Nik Wheeler

National Geographic Special. The Mexicans: Through Their Eyes—*PBS, Wednesday, Feb. 26, 8-9 p.m. ET.* This film confronts the contradictions between ancient myth and contemporary reality through the voices of Mexicans themselves—from peasants to philosophers, historians, and artists.

For a free companion resource guide to all the 1991-92 specials, write to National Geographic Specials, c/o Chevron, 742 Bancroft Way, Berkeley, CA 94710.

Michael McKinnon/McKinnon Films

Special "Save the Earth" environmental programming—*TBS. Sunday, Feb. 23, 7-8 p.m. ET:* "Captain Planet and the Planeteers." *8-9 p.m. ET:* "Save the Earth Special." *9-11 p.m. ET:* "National Geographic Explorer: Tides of War." (photo above) *11-11:30 p.m. ET:* "Network Earth Special." *Monday, Feb. 24, 8:05-9:05 p.m. ET:* Cousteau Society special. *Tuesday, Feb. 25, 8:05-9:05 p.m. ET:* "World of Audubon" special.

Programs stress the importance of the first Earth Summit—also known as the United Nations Conference on Environment and Development—taking place June 1-12, 1992, in Rio de Janeiro.

These listings are provided by KIDSNET, a clearinghouse for children's TV and radio programming in Washington, D.C.

Videos

A Place Called Home. *Winner of 1990 Emmy and CINE Golden Eagle Awards, 30 minutes, $59.95 including a teacher's guide.* NEA helped fund and produce this true story about a group of homeless children in Washington, D.C., who get a rare opportunity to develop and explore their untapped potential when the director of a local children's theater helps them stage a play. The moving piece of theater they put together is presented to Congress on Capitol Hill. To order, call 800/344-3337 or fax 703/739-5269. For information, call 800/424-7963.

THE YOUNG INDIANA JONES CHRONICLES

Viewers' Guide For "The Young Indiana Jones Chronicles" Swashbuckling Adventures In History And Culture

George Lucas, a major creative force behind the three "Indiana Jones" movies, has developed a past for the adventurous archaeologist, Indiana Jones. "The Young Indiana Jones Chronicles" dramatize how an unorthodox boyhood shaped a curious child into an accomplished young man.

Indy travels the world visiting exotic locales, including Egypt, Mexico, China, Europe, Africa, and Russia, and meeting famous historical personalities, such as Sigmund Freud, Karl Jung, Winston Churchill, Albert Schweitzer, Pablo Picasso, and Theodore Roosevelt.

Indy's adventures make history come alive for us, as famous personalities reveal themselves in memorable ways to give us a unique perspective on the past.

The series will be launched as a two-hour ABC Television movie, "Young Indiana Jones and the Curse of the Jackal," to air sometime in March 1992. Check local listings for the time and channel in your area. Following the movie special, the one-hour programs will air weekly.

"The Young Indiana Jones Chronicles" is a production of Lucasfilms Ltd. in association with the Network Television Division of Paramount Pictures. The executive producer and story author is George Lucas.

Grade levels: Middle grades through high school

Curriculum areas: History, geography, social studies, language arts, media, fine arts, dramatic arts.

ABC has produced a special interview video with George Lucas, the creator and executive producer of THE YOUNG INDIANA JONES CHRONICLES, specifically for use by educators. In this 10-minute videotape, Lucas personally discusses his vision for the series and his educational objectives, which are to entertain and stimulate curiosity in young people. For information about obtaining the videotape, contact the Communications Department of your NEA state affiliate, or your local ABC affiliate.

SYNOPSIS

In the two-hour movie, we meet young Indy as a boy approaching adolescence, and as an adolescent approaching adulthood. Subsequent episodes will alternate his age to provide us with a diversity of experience and a maturing view of history.

Nine-year-old Indy visits Egypt, where he meets T. E. Lawrence ("Lawrence of Arabia") and the famous archaeologist Howard Carter. Indy explores the pyramids, learns about mummies, and becomes convinced that a curse haunts one of the tombs. He begins a life-long curiosity about archaeology, a respect for artifacts, and a love of museums.

As a 16-year-old, Indy travels to Mexico, where he joins Pancho Villa and learns the reasons behind the growing revolution. He witnesses General Patton's marksmanship firsthand and resolves the mystery of the Egyptian tomb of his youth.

Cap Cities ABC/Lucasfilms, Ltd.

ACTIVITIES

► On a map of the world, trace Indy's travels. Have students research and report on the different countries Indy visits.

► List the famous people Indy meets. Students each choose one person from the list to research and impersonate giving a speech, or being interviewed by a classmate.

► Make a list of the historical events in which Indy becomes involved. Research and report on these events. Discuss how events described in a history book and dramatized on television are similar or different. How can we determine what is fact and what is fiction? Why is it important that we do?

► In the series, Indy gets involved with a number of personal, national, and international conflicts. List them. What do the participants say they are fighting over? What are they actually fighting over? Are there alternate resolutions to these conflicts? Are certain battles inevitable?

► Throughout the series, Indy meets people whom he likes and admires but who say or do things that he thinks are wrong. Cite examples and discuss his problem.

► Throughout his travels, Indy keeps a journal about his experiences. Pick a place, a time, and a person you'd like to meet and write a journal entry about meeting that person.

► Lawrence explains that archaeologists don't become rich, but that they enrich the world. What does he mean?

► Indy's tutor, Helen Seymour, and T. E. Lawrence explain "hieroglyphics" to him. Bring in a picture of hieroglyphs and try to decipher their message. Create your own picture language, and use it to write messages. Compare hieroglyphics to other forms of communication.

► Unfortunately, not all of us can travel around the world as Indy does in the series. Discuss other ways we can discover and become familiar with different people, foreign countries, and other historical times.

Each episode features an elderly Indy sharing stories of his youthful exploits. Have an older person visit the class and share experiences from a different time or place.

GUIDELINES FOR OFF-AIR TAPING

Educators can, at the initiative of the classroom teacher or librarian, tape broadcasts off-air and use them two times within the first 10 school days from the time of recording. The program may be retained for preview purposes only until the end of the 45-day possession period, after which the recording is to be erased. These guidelines apply to programs recorded in school or at home, but the tapes must be used in a school or library.

To obtain a booklist for this series, recommended by the American Library Association, contact: ABC Community Relations, Capital Cities/ABC, Inc., 77 West 66th Street, New York, NY, 10023.

This guide was written by Nancy Karkowsky for KIDSNET, the clearinghouse for children's audio, video, radio, and television, and is a regular feature of *NEA Today*. We welcome your comments. Write to KIDSNET, 6856 Eastern Avenue, N.W., Suite 208, Washington, DC, 20012. © 1992

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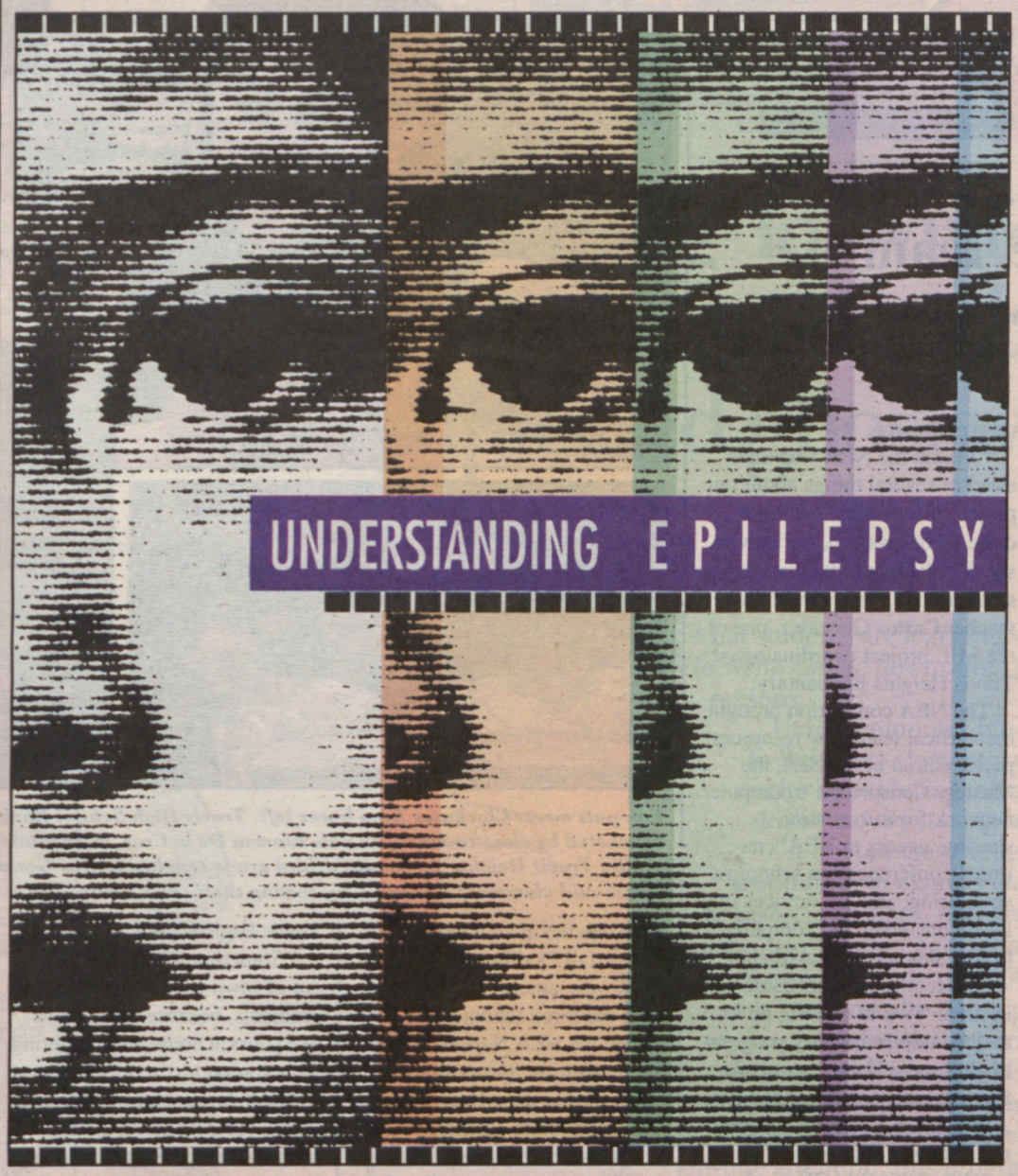
Health

Information about health factors that affect the way students learn.

Samuel Potolicchio is a physician at Georgetown University Hospital and an associate professor of neurology at Georgetown Medical School in Washington, D.C. He's cared for persons with epilepsy and other neurological disorders for 17 years.



What is epilepsy?
Epilepsy is a disorder that manifests itself by various kinds of recurring seizures.

Generalized seizures range from simple staring spells—called *absence* or *petit mal seizures*—to convulsions with jerking motions of the body and limbs—called *tonic-clonic* or *grand mal seizures*—to anything in between.

Partial seizures can involve psychic as well as motor impairment.

Teachers should be aware particularly of *complex partial seizures*, characterized by such behaviors as decreased awareness of surroundings, automatic repetition of some movement, or purposeless activity, like talking nonsensically. These types of seizures are often misinterpreted as indications of substance abuse.

What causes seizures?
All seizures are caused by electrical disturbances in the brain.

Often it's a matter of genetics. When that's the case, kids will probably outgrow the disorder. Most likely this has to do with the genes involved in the maturation of the brain. As the child matures, other factors take over and the seizures stop.

An infection at birth or in early childhood also can lead to seizures. Among young children, convulsions with fever may occur.

As a person matures to adulthood, brain tumors and vascular disease involving the brain also can trigger seizures.

About 1 percent of the world's population develops epilepsy by the age of 20. In this country, that means more than 2 million persons, including 27,000 preschool children and 300,000 school-age children.

What percentage of persons with epilepsy can control their seizures with medication?
Up to 80 percent can achieve seizure control.

Most persons need only one drug to control their seizures, but there are times when more than one drug is necessary. The goal is always to eliminate seizures with the fewest possible side effects.

Persons with epilepsy are among those who have convulsive seizures. How does a convulsive seizure differ from any other kind of seizure?
They can be very similar, but convulsive seizures usually follow a particular sequence of motor phenomena. For example, there's a *tonic* phase, when all the limbs are extended, followed by a *clonic* phase, when the body and limbs develop a jerky type of motion.

Are certain activities off-limits to students with epilepsy?
Students subject to seizures should be encouraged to participate in a full range of school activities. If their seizures aren't under control, they shouldn't take part in any activity in which someone having a seizure would present a danger to self or others—like driving, or swimming alone.

Do particular situations induce seizures?
A seizure can be totally independent of surroundings, but certain factors can lower resistance to seizures. These factors can include hyperventilation and sleep deprivation.

How can onlookers help someone who is having a convulsive seizure?
They can move things out of the way of the person having the seizure. It's particularly important to protect the person's head—to make sure that the head isn't going to strike anything, that the person won't injure himself or herself.

An onlooker should also turn the person having a seizure on his or her side, with the head positioned gently, to provide the best airway and to allow secretions to drain.

Some types of nonconvulsive seizures cause a confused state of mind, and the person may strike out without realizing what's happening. Generally no first aid is necessary here.

After a seizure, an onlooker should allow the individual to rest before he or she resumes usual activities. Most likely, the person who had the seizure will be embarrassed, so an onlooker should offer reassurance.

There's a myth that onlookers should try to position the tongue out of the mouth to prevent the person from swallowing it. On the contrary: it's impossible for a person having a seizure to swallow the tongue, and onlookers should never try to put their fingers or hands into the person's mouth. They may break some teeth, or get bitten themselves.

What does a teacher need to know about epilepsy?
A teacher should learn to recognize all types of seizures, both convulsive and nonconvulsive.

What is the role of the school nurse?
The school nurse should be responsible for helping with early detection by alerting the child's parents and doctor that seizures may be occurring. The nurse should also administer the prescribed medication or make sure the child gets it, and monitor the child's progress.

The nurse should also be aware of any side effects the child is having from medication and know how the child has adjusted psychologically to the condition.

What should school support employees—like bus drivers and cafeteria workers—know about dealing with students who have epilepsy?
My advice is the same for everyone. It's important to recognize seizures, to be able to assist and reassure a child, and to understand that epilepsy is only one part of a child's life.

How can teachers prepare students beforehand for a possible seizure by a classmate?
Students should understand what happens during a seizure. They needn't be frightened.

One way to help kids understand more about epilepsy is to discuss it openly and show them videotapes of seizures. The class can then discuss how to handle the situation. Teachers can also invite health professionals who work with persons with epilepsy to speak to the class.

Learn More About Epilepsy

Tapes and print materials that explain epilepsy are available from The Epilepsy Foundation of America, 4351 Garden City Dr., Landover, MD 20785, 800-332-1000. Some of these materials are specifically for teachers, school nurses, and school counselors. Ask for a free catalog.

Two more resources—available from PBS Video, 1320 Braddock Pl., Alexandria, VA 22314-1698, 800-344-3337 (in Alexandria, VA: 739-5380)—are:

- "Just Like You and Me," package with video, discussion guide, and information sheet, $39.95 (add $8.50 p&h)
- *Children With Epilepsy*, a 314-page book by Helen Reisner, $14.95 (add $8.50 p&h).

Innovation

How NEA members are changing the way schools work

In Texas

Photographs by Rebecca McEntee

Pen pals meet. Clockwise from lower left, Travis High School English teacher Claire Dodillet, bracketed by class-to-class pen pals Vanessa De la Cruz, third grade (left), and Juana Arana, eleventh grade; Travis Heights Elementary third grade teacher Carlos Gonzalez and student Mario Bartolo; Mario and classmate Eileen Curry sorting their class's mail.

Three Schools, Three Faculties, One Team

Isn't it time schools—elementary, middle, high—got together? Teachers in Austin, Texas, respond with a resounding *yes*.

In Austin, the faculties at Travis Heights Elementary, Fulmore Middle School, and Travis High School have made themselves into one team, running all the way from kindergarten through high school.

Credit nearby St. Edward's University with the idea of a vertical team. Three years ago, the university suggested that interaction among the faculties of the three schools could cut the high dropout rate at Travis High. The Southwestern Bell corporation came up with a grant to cover the expenses of planning and joint projects, the schools accepted, and the university itself signed on as a fourth member of the team.

The three schools are in downtown Austin. Their student bodies are predominantly Hispanic-American. Many students are Mexican American; others are recent immigrants from Central America. Most are poor.

This past fall the three-school group became a Mastery in Learning Consortium site, part of the NEA National Center for Innovation network of school reform projects.

"I think the NEA was interested in several things about our project: the vertical team, the close feeder pattern, the university involvement, the diverse student body," says third grade teacher Carlos Gonzalez, one of the MIL project coordinators at Travis Heights Elementary.

The NEA connection brought the vertical team new resources: participation in PSINET, the Mastery Consortium's computer network for information-sharing; access to NEA's national conferences on school restructuring; and the services of a local consultant and computer troubleshooter, Kris Asthalter.

The reinforcements came just in time. "We're starting up a major interdisciplinary program at all three schools," explains English teacher Claire Dodillet, a Mastery in Learning coordinator at Travis High School.

"We call it IMAGE (for International, Multicultural, and Global Education): it emphasizes the environment, economics, and society worldwide. It'll particularly affect science and social studies at all three levels."

Last fall Dodillet and Gonzalez were among 22 teachers from the three schools who attended the NEA National Center for Innovation Symposium in Colorado Springs, Colorado.

"In Colorado Springs, we met people we'd only heard of," Dodillet says, "outstanding innovators like the faculty members from Parkland High School in Winston-Salem, North Carolina. Socioeconomically, Parkland is practically a twin of Travis High School.

"Sometimes you have to go out of town to talk openly about problems, because the schools like yours at home are competing with you on test scores."

While larger plans ripen, individual projects at the three schools seek to deepen students' involvement in both the intellectual and social aspects of school. Gonzalez and high school student council sponsor Laura Malone put their heads together, and the elementary student council ended up paying a visit to the Travis High student council. Dodillet and Gonzalez also linked their classes through a pen pal project.

Kris Asthalter sees the vertical team project in very practical terms: "Here you have three schools within walking distance; three faculties sharing information, classes, and social time; and—just as in the old one-room school—the big kids helping the little kids."

—Nancy R. Needham

In Georgia

Moving Forward—In Many Directions

In NEA's newest Learning Lab school district, teachers are redefining what school's all about. And the community's solidly behind them.

Innovation wears many faces in the Paulding County schools, where research is being applied to meet the needs of the county's 8,100-plus students.

Very basic is the school system's America 2000 team of school employees and community members. Meeting monthly, the team makes recommendations on which activities the school system should start, stop, or continue. It also works on both short- and long-range plans for innovation.

Changing the curriculum is another component of restructuring in Paulding County, an hour northwest of Atlanta. This year, for example, social studies teachers don't have to spend their course materials allotment on textbooks. Instead, they may subscribe to newsmagazines and newspapers that provide the latest news, scan international news services via satellite and cable, and take advantage of the many excellent social studies software programs, CD-ROMs, and other technologically advanced media.

That kind of responsibility isn't unusual here, because teachers are considered the experts. They have an open line of communication through an advisory council to School Superintendent Allene Magill (students and parents also serve on their own advisory bodies). Through the NEA Learning Lab site-based decision making is taking shape.

The state is doing its part for the Paulding County reforms. For example, the county can get a waiver for any State Department of Education rule or regulation that hinders the district's innovations.

One very visible reform is inter-disciplinary learning, used at all grade levels. In a unit on baseball, for instance, students study in math how batting averages are calculated; for social studies they review demographics of cities where the games are being played; in science they study the physics of throwing the ball; and in English they read "Casey at the Bat."

An emphasis on languages starts when kids are young. Kindergartners and first-graders learn Spanish through the 'Languages for Kids' program, which blends simple words, songs, and games into the curriculum.

Such innovations may not be revolutionary when viewed separately—but they're *not* separate. On the contrary, asserts Systemwide Instructional Lead Teacher Hazel Ratliff, they're "symptomatic of a system that increasingly encourages creativity on the part of school employees as well as the community."

—Victoria Lytle

IDEA EXCHANGE

Out of the Pages Of Literature

Indianapolis teacher Cindy Hart wants to get kids to read for enjoyment and to understand characterization in literature. That's why she asks her sixth and seventh graders to come to class dressed as characters from their favorite books—and to act the parts. *(photo below)*

Last year, one of Hart's Guion Creek Middle School students, portraying Martin Luther King, Jr., led a freedom march through the cafeteria. Another, dressed as sleuth Sherlock Holmes in trench coat and trademark deerstalker hat, carried a magnifying glass and searched for clues.

Hart herself appeared as Frank Gilbreth—complete with a large black mustache—from *Cheaper by the Dozen*. "Kids love to see their teacher assume different personalities," she explains.

Losing Their Marbles?

Want your students to think about using correct grammar even while they're speaking in class? Montana English teacher Julie Lewis has devised a way to get her Grass Range School seventh to twelfth grade students to do just that.

On her desk Lewis keeps two jars of marbles labeled "good grammar" and "bad grammar." To start off each quarter, all the marbles are in the first jar.

Each time a student makes a grammatical error when speaking in class, Lewis scoops out a marble to plunk into the "bad grammar" jar. If the student corrects the error before Lewis completes the switch, the marble goes back into the "good grammar" jar.

The class aims to have some marbles left in the "good grammar" jar at the end of the quarter. If they do, Lewis removes the lowest grade from each student's work when she averages grades.

To add excitement to the game, Lewis reduces the number of marbles by 25 each quarter. The year begins with 100 in the "good grammar" jar; the final quarter starts with just 25.

"Sometimes," notes Lewis, "students can hear a marble plunk while they're across the hall in math class. Then when the period ends they rush in to ask who made what mistake."

Leftovers: Good Appetizers, Too?

Yesterday's chalkboard notes can clarify yesterday's lesson—today. That's why Maryland teacher Sandra Neuhauser of Winand Elementary School in Pikesville never washes her chalkboard at the end of the day.

"When you ask the kids 'What did we discuss yesterday?,' the notes will help them remember," Newhauser explains. "Then, together we decide what still needs to be on the board."

Kindergarten Pen Pals

Not many five-year-olds are prolific correspondents. But Joyce Gruber's kindergartners in Galloway Township, New Jersey, take letter-writing in stride, and so do their pen pals in Pennsylvania and Colorado kindergarten classes.

Gruber and her kids at Roland Rogers School trade letters monthly with two classes Gruber contacted through personal acquaintances. The exchanges do more than teach the youngsters writing skills and let them compare regions of the country, says Gruber. The project also gives them practice in whole language and cooperative learning.

The class composes the letters as a group: one by one, the students suggest sentences about their activities, such as a recent field trip. As Gruber writes the sentences for all to see, the kids practice their printing by copying them out. *(photo above left)*

Writing To Write helps second graders become accomplished ghost writers.

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People

Possession Obsession

Karl Floyd

Martha Jo Patterson, who teaches learning disabled ninth graders in Tupelo, Mississippi, traces her predilection for collection to 25 years ago when she bought a cow creamer at a rummage sale for 20 cents.

Today, the creamer's worth $25 and Patterson's collection has grown enormously. "You name it, I've got it," she chuckles.

"I started with animal creamers: cows, pigs, birds, dogs. Then I got into tinware for the kitchen—and tin lunchboxes." One of her prize purchases is a 20-year-old lunchbox with a picture of the Beatles on it, now worth $75.

Patterson admits that part of the enjoyment she gets from collecting comes from the haggling that goes into a purchase. She checks the book price of an item she's considering and tries to talk the seller down to what she considers reasonable.

Shopping at auctions and estate sales throughout the Southeast, Patterson has become a small-town antique dealer, displaying her wares at a nearby mall. So, no surprise: "My house looks like a store.

"I've got lunchboxes on shelves in my laundry room and other collectibles throughout my kitchen and den. It's cluttered, but it's comfortable."

Kentuckian, Missourian On a 'Rendezvous' with History

"We pull in, set up camp, and get into our pre-1840s clothing. Then we do one fun thing after another—skillet-throwing competitions, fire-starting contests, shooting events with black powder guns.

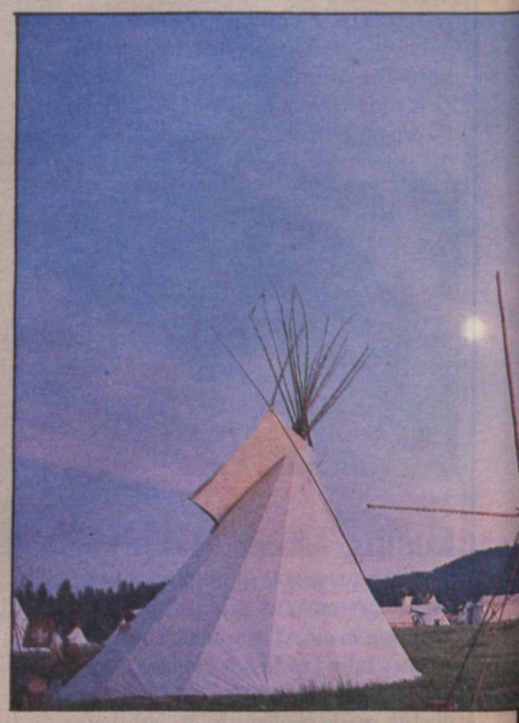
"I trade my Indian beadwork for things I need," explains Kentucky teacher **Diane Chambers**, "meet up with old friends, eat high on the hog, and camp on the banks of a mountain stream."

Welcome to a Buckskin Rendezvous: a re-creation of the early nineteenth-century efforts of American traders to bring their wares to the "mountain man."

Chambers and thousands of other history buffs rendezvous every summer in spots across the country to duplicate life in pre-1840s America. Their purpose: to keep history alive...and authentic.

"It's like a town that all of a sudden springs up out of nowhere," says Missouri teacher **Ed Wilde**, another Rendezvous aficionado. Participants—over 3,000 at one gathering in Montana *(the setting for these photographs)* last summer—sleep in white canvas teepees, lean-tos, and Revolutionary War tents.

They dress only in period clothes, cook only in period pots and pans, illuminate only by fire or candlelight. In



Chernobyl's Children

Joe Thomas

Eleven-year-old Olga Selivonetz *(above at right)*, was playing at home one day five years ago when an explosion tore through the Chernobyl nuclear power plant 30 miles away. Over the next five years, radiation fallout weakened Olga more and more. By the time she arrived in the northwestern Ohio town of Findlay last summer, she couldn't sit up by herself.

Selivonetz and five other Belorussian children were guests for a month in the homes of five Van Buren Education Association members *(left to right)*: **Karen Minto, Cindy Thomas, Beppie Walerius, Tom Carey,** and **Jane Varden Eyrden**. The visits were arranged by "Children of Chernobyl," a charitable foundation started by two Belorussian teachers in 1989 to help young people recover from health problems caused by exposure to low-level radiation.

The visits give the children's weakened immune systems the chance to build up in a contamination-free environment, explains Walerius.

By the end of her stay, Olga Selivonetz was bounding up stairs two at a time and chasing the family puppy, says Walerius.

Send donations or requests for more information to The Belorussian Charitable Fund "Children of Chernobyl," Chairman Gennady V. Grushevoy, People's Republic of the BSSR, BSSR 220029, Minsk, 14, Starovilenskaya Street. Send checks to Acct #000700416 Vnesheconombank USSR.

Melanie Rook D'Anna

Hot Rod Comeback

"I've crashed, burned, broken bones, but hot rodding is a great sport and I love it."

That's **Louis Steffy,** 61, talking. The Mesa, Arizona, school bus driver was U.S. champion hot rod dragster in 1977. Now Steffy has rebuilt his old 1965 "slingshot rail" (named for its slender, rail-like shape), and is competing nationally once again.

Steffy's rail is a 220-inch-long, $80,000 car. He maintains two spare engines. That's because after every competition, the used engine's got to be torn down and rebuilt. Steffy's dragster has brakes from an F-15 jet, and a parachute to help make it stop. He races this machine in two-car quarter-mile sprints. Says Steffy, "I hope to see it do 180 mph in 8.5 seconds, or less—if I'm lucky."

Steffy will race in about 10 national hot rod races this year. Watch for him in the nationals held in Las Vegas in March.

free time, each indulges his or her own historical hobby.

For Chambers, that's Indian beadwork. She's become expert at researching and replicating pre-1840s beaded items—clothing, cradleboards, bow and quiver cases.

Wilde's a trader (and seller) of items he and his wife produce. She's a weaver, he's a leather craftsman, and they're both historical specialists. "We primarily study the period around 1812," he explains.

Wilde's a stickler for things that are historically and geographically correct. Right now he's looking for time-correct songs to play on his dulcimer.

Did you know that "Froggy Went A-Courtin'" dates back to 1580, but "Scarborough Fair" was new in 1810?

Photographs by Richard Nowitz

Steaming Along in History

Train enthusiasts collect all kinds of memorabilia. But Beverly Hills (California) High School teacher **Richard Farmer** is probably in a class by himself.

Chugging over 150 feet of track in Farmer's backyard is a 1920 steam locomotive, 13 feet long, 5 feet wide, 8 feet tall, and weighing in at 10,600 pounds. Built in Leeds, England, for the John Knowles Company, the coal-burning engine was named Gwen after the daughter of the company's manager.

Gwen hauled tubs of clay from a mine to a brick factory until 1957. Subsequent owners never managed to get the engine settled onto a track and running.

In 1983, Farmer and his wife, Patty, went to a locomotive auction "just to look." They came home with Gwen.

"I knew I had to have the engine from the first moment I saw it in dilapidated condition, behind a fence, guarded by dogs," Farmer explains.

Patty Farmer's support for the project has faltered only once—when the hauling company that delivered Gwen suggested lifting the locomotive over the house with a crane. They found another way to get it into the back yard.

Farmer spent years restoring Gwen's original beauty and functioning. He contacted the Leeds Industrial Museum for help and learned that the company that built the engine was still in business. They had the original blueprints and replaced many missing and broken parts.

Farmer's meticulous work has made him well-known in Leeds. When he and his wife visited the city, he was honored at a luncheon attended by the lord mayor.

These days, Gwen stays pretty close to home. Except for joining a 10th anniversary exhibit at the California State Railroad Museum last year, the engine's main function is transporting Farmer, his wife, and friends.

"We share a pot of tea, sound the whistle, and off we go," says Farmer.

Bob Riha, Jr.

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ELECTION '92

NEA's presidential endorsement process is under way. On this page and the next three, you'll find candidates' responses to NEA's key concerns, their views on how to achieve the national education goals, and finally, their top five priorities for the nation.

WHERE THE PRESIDENTIAL CANDIDATES STAND ON EDUCATION

Sen. Bob Kerrey

Gov. Doug Wilder
WITHDREW 1/8/92

Sen. Tom Harkin

Sen. Paul Tsongas

Gov. Bill Clinton

Achieving the National Education Goals

1. NEA supports redirecting national priorities to provide substantial federal resources for programs that advance the national education goals. NEA strongly supports annual appropriations for education and related programs at levels that would not reduce service levels for students and schools in effective existing programs and would expand access to educational opportunity for all students.

Kerrey	Wilder	Harkin	Tsongas	Clinton
☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree

2. NEA supports full funding for federal programs at the elementary and secondary levels for special needs students, including students who are disadvantaged, are disabled, have limited proficiency in English, are gifted and talented, or are at risk for dropping out of school.

Kerrey	Wilder	Harkin	Tsongas	Clinton
☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree

3. NEA supports the use of public funds exclusively for public schools. NEA opposes tuition tax credits, vouchers, and other direct or indirect mechanisms to channel public funds to private schools.

Kerrey	Wilder	Harkin	Tsongas	Clinton
☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☐ Agree [6] ☐ Disagree	☐ Agree [8] ☐ Disagree

4. NEA supports federal assistance to local education agencies to assist in the substantial reduction of class size.

Kerrey	Wilder	Harkin	Tsongas	Clinton
☑ Agree ☐ Disagree	☑ Agree [3] ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☐ Agree [9] ☐ Disagree

5. NEA supports federal assistance to maintain, enhance, and expand vocational education, adult literacy, and job training programs.

Kerrey	Wilder	Harkin	Tsongas	Clinton
☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree

6. NEA supports federal funding for postsecondary education, including programs of institutional, scholar, and student support; programs to strengthen teacher education; grants to support vital research functions; and student financial assistance for all qualified students regardless of personal financial means.

Kerrey	Wilder	Harkin	Tsongas	Clinton
☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree

7. NEA supports coordination of child care and early childhood development programs to advance educational objectives. To this end, NEA supports full access to Head Start for all eligible children and federal resources for public schools for preschool and before/after school child care programs.

Kerrey	Wilder	Harkin	Tsongas	Clinton
☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree

8. NEA opposes federally mandated parental option or "choice" in education programs or the use of federal funds to support such programs.

Kerrey	Wilder	Harkin	Tsongas	Clinton
☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree

9. NEA supports federal funding for school meal programs and other food provision programs designed to ensure that the nutritional needs of children and low-income pregnant and nursing mothers are met.

Kerrey	Wilder	Harkin	Tsongas	Clinton
☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree

10. NEA supports safe and drug-free school environments. NEA supports federal funding for education programs to prevent substance abuse and for drug treatment and rehabilitation programs.

Kerrey	Wilder	Harkin	Tsongas	Clinton
☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree

11. NEA supports safe and weapon-free school environments and supports federal legislation to limit access to cheap, readily available handguns and semiautomatic assault weapons, and a waiting period and background check prior to the purchase of handguns.

Kerrey	Wilder	Harkin	Tsongas	Clinton
☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree

12. NEA supports safe and hazard-free facilities for all students and education employees, including federal standards and increased federal resources to help local schools abate asbestos, radon, lead in drinking water, and other hazardous substances.

Kerrey	Wilder	Harkin	Tsongas	Clinton
☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree

Assuring Qualified Education Employees at Every Level

13. NEA supports a federal guarantee of meaningful collective bargaining rights for public employees.

Kerrey	Wilder	Harkin	Tsongas	Clinton
☑ Agree [1] ☐ Disagree	☐ Agree ☑ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☐ Agree ☑ Disagree

14. NEA supports a comprehensive universal national health insurance system provided by public and private agencies to ensure health care, including preventive services and long-term care for all.

Kerrey	Wilder	Harkin	Tsongas	Clinton
☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree

15. NEA supports federal legislation to provide employees with job-protected parental and medical leave covering the birth or adoption of a child, the serious illness of a family member, or the employee's own serious illness or injury.

Kerrey	Wilder	Harkin	Tsongas	Clinton
☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree

16. NEA opposes the taxation of employee benefits, such as employer-paid health and life insurance and employer-paid educational assistance.

Kerrey	Wilder	Harkin	Tsongas	Clinton
☑ Agree ☐ Disagree	☐ Agree [4] ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree

17. NEA supports a stable and secure retirement system for all public employees and supports federal legislation to protect retirement income, achieve portability of pension rights and benefits, and require federal reporting, disclosure, and fiduciary standards for public employee pension plans.

Kerrey	Wilder	Harkin	Tsongas	Clinton
☑ Agree ☐ Disagree	☐ Agree [4] ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree

18. NEA supports improved Social Security benefits for participants, their dependents, and survivors, and equity in Social Security and Medicare payments.

Kerrey	Wilder	Harkin	Tsongas	Clinton
☑ Agree ☐ Disagree	☐ Agree [4] ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree

19. NEA opposes mandatory Social Security or Medicare coverage for those employees of state and local governments who have elected as a group to remain outside the federal Social Security/Medicare system.

Kerrey	Wilder	Harkin	Tsongas	Clinton
☐ Agree ☑ Disagree	☐ Agree [4] ☐ Disagree	☑ Agree ☐ Disagree	☐ Agree ☑ Disagree	☐ Agree [9] ☐ Disagree

20. NEA supports legislation to repeal the "spousal offset" which reduces by two-thirds the Social Security benefits of those who receive a pension from a public employer and are eligible for Social Security benefits based only on the earnings of a spouse.

Kerrey	Wilder	Harkin	Tsongas	Clinton
☐ Agree ☑ Disagree	☐ Agree [4] ☐ Disagree	☑ Agree ☐ Disagree	☐ Agree ☑ Disagree	☐ Agree [9] ☐ Disagree

Assuring Human and Civil Rights for All Americans

21. NEA supports federal legislation to protect the civil rights of all Americans, including protection from on-the-job harassment, and equitable treatment in all employment decisions, including hiring, firing, and promotion.

Kerrey	Wilder	Harkin	Tsongas	Clinton
☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree

22. NEA opposes programs of religious instruction or worship in the public schools or in federally funded programs.

Kerrey	Wilder	Harkin	Tsongas	Clinton
☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree

23. NEA supports the addition of the Equal Rights Amendment to the U.S. Constitution.

Kerrey	Wilder	Harkin	Tsongas	Clinton
☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree

24. NEA supports reproductive freedom without governmental intervention.

Kerrey	Wilder	Harkin	Tsongas	Clinton
☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree

25. NEA supports the right of all citizens to participate in the election process and make political contributions through political action committees. Further, NEA supports the right of labor and other membership organizations to use membership dues to communicate with their members about political issues of interest and concern to them.

Kerrey	Wilder	Harkin	Tsongas	Clinton
☐ Agree [2] ☐ Disagree	☐ Agree [5] ☐ Disagree	☑ Agree ☐ Disagree	☐ Agree [7] ☐ Disagree	☑ Agree ☐ Disagree

Former California Governor Jerry Brown, seeking the Democratic nomination for President, was invited to participate in the NEA endorsement process, but he declined to fill out a questionnaire.

In October, the 70-member NEA-PAC Council carefully considered the Bush Administration's record, then unanimously decided that President Bush wasn't deserving of NEA's endorsement.

Pat Buchanan, who is seeking the Republican nomination for President, rejected an invitation to participate in NEA's endorsement process, citing contrary views on a number of key issues important to NEA and its members.

[1] "Agrees" as long as there is no conflict with state law. [2] Did not indicate either "Agree" or "Disagree," but supported legislation to ban PACs. [3] Did not indicate either "Agree" or "Disagree," but supports demonstration projects. [4] No response given. Cited need for further information. [5] Did not indicate "Agree" or "Disagree," but said PAC money should be barred from federal elections. [6] In favor of limited voucher experiments. [7] Did not indicate "Agree" or "Disagree," but expressed concerns about the impact of PACs. [8] Did not indicate "Agree" or "Disagree," but stated opposition to George Bush's private school choice voucher proposals. [9] Did not indicate "Agree" or "Disagree," but indicated issue is of extreme importance or deserves greater discussion.

ELECTION '92

National Education Goals

In 1989, all of the nation's governors met with President Bush to establish a clear strategy for educational excellence. Out of that education summit at the University of Virginia came the following six goals:

1. **Help children start school healthy and well-prepared.**
2. **Improve the performance of American students on international achievement tests, especially in math and science.**
3. **Reduce the dropout rate and improve academic performance, especially of at-risk students.**
4. **Achieve functional literacy for all adult Americans.**
5. **Ensure America's schools a supply of qualified teachers and up-to-date technology.**
6. **Establish safe, disciplined, and drug-free schools.**

On these two pages are, first, the candidates' opinions on the federal role needed to achieve the national education goals and, second, what the candidates would do specifically to achieve each of the six goals.

All photos by Carolyn Salisbury

Achieving the National Education Goals

Nebraska Sen. Bob Kerrey, 48 years old, divorced, 2 children, University of Nebraska. Congressional Medal of Honor for actions in Vietnam, 1970. Elected governor of Nebraska, 1982 (did not seek reelection in 1986); elected U.S. Senate, 1988.

Q. What role do you envision for the federal government in achieving the goals?

The federal government has an important role to play in education, but it does not hold the key. I believe we must create a new kind of federal partner. A partner who understands that the solutions must emerge from the local and state level and who is willing to bring real financial resources to help local stakeholders—educators, parents, students, community and business leaders—realize their aspirations.

Q. What specific actions, including budgetary support, would you as President take to achieve each goal?

Goal I—We must invest in comprehensive and continuous early childhood development and education. The success in achieving this first goal is the essential foundation to reaching the other goals. Of all the six education goals, school readiness is the one in which the federal government has historically, and must in the future, play its most significant role. We need to encourage more community-based programs that are built on the strengths and uniqueness of each community. I would like to see every state move toward strengthening and expanding its early childhood programs.

Goals I through IV will require a tremendous effort at all levels of society and greatly expanded leadership and support from both the private and public sectors. But I believe that the initiative for school improvement and reform must come from local schools, from local teachers, counselors, parents, families, community leaders and organizations, as well as from the students themselves, not from a distant and impenetrable bureaucracy.

I support a range of widely accepted approaches, initiated at the local school level, to restructure schools, and I believe the federal government must substantially increase its role in providing incentives to the schools for restructuring. I have proposed the establishment of an Education Capital Fund, a $1 billion fund to be financed through a temporary .15% increase in the corporate income tax rate, to provide long-term resources to local school districts and, on a limited basis, to five states that are willing to put together a systemic education initiative. This funding will supplement existing federal funds and will be given to school districts to pursue initiatives that they design and carry out. I strongly support funding for postsecondary financial assistance to ensure that every individual has equal opportunity to attend an institution of his or her choosing and ability.

As important as increased federal support for higher education is, federal support for school-to-work transition programs for non-college bound youth is just as crucial, yet today barely exists. I would support efforts to stimulate state and local government and the private sector to significantly improve school-to-work transition programs and strengthen the training of workers throughout their lifetime.

In order to achieve Goal V, I support the goals and approach of the National Literacy Act of 1991, enacted earlier this year. As with so many of the other shortcomings in our educational system, we should redirect and greatly expand our effort at prevention. Progress toward each of the goals I-IV will reduce adult illiteracy.

Goal VI—The GAO recently reported that the federal government spends over $2 billion on efforts to detect and interdict drug shipments to the United States, but these efforts have "not had a significant impact on the national goal of reducing drug supplies." Spending on enforcement within the country accounts for another $6 billion. And although we've more than doubled the number of persons in prison over the last 15 years, the supply of drugs on our streets has not significantly decreased. Under the Bush Administration, we still have a highly skewed effort: 70% for interdiction and enforcement and 30% for treatment and education. I support strengthening demand side-reduction programs so that spending on drug education, prevention, and treatment is more in balance with spending on enforcement and interdiction.

Virginia Gov. Doug Wilder, 60 years old, divorced, 3 children, Virginia Union University, Howard University Law School. Elected Virginia state Senate, 1969; elected lieutenant governor, 1985; elected governor, 1989.

WITHDREW 1/8/92

Q. What role do you envision for the federal government in achieving the goals?

I support the National Education Goals, as established by the Nation's governors and the President. However, there is one additional goal that I, as a new Governor, proposed to my colleagues back in 1990: that our educational system should address educational disparities - those inequities in instruction brought on by funding inequities. My proposal before the Winter 1990 Meeting of the National Governors' Association called on the President and my colleagues to provide every child with a quality education regardless of economic status and geographic location. Regrettably, that resolution was defeated by members of NGA's Education Task Force. But many of my colleagues have since endorsed the principle and have tried to effect positive change in their own states.

As for committing additional financial resources to achieving those goals, I, too, would support greater federal funding to education. However, we must face current fiscal realities. We, as a nation, are in a recession, are facing an all-time high federal deficit, and are forcing the middle-class family to bear most of the tax burden. Until such time as the economy improves and we restore fiscal sanity to the federal budgetary process (as I have proposed in my 'Put America First' plan), Washington will never be able to play the role it must play in improving our education system.

We have to stop the politics of the 1980s when empty promises were made that couldn't be kept. That is a cruel hoax on our education system.

As for my record in education, I have helped lead the fight to improve education in our state since I was first elected to the Virginia Senate in 1969. As someone who attended segregated public schools and who had to go out-of-state to attend law school because Virginia schools would not admit me, I have a special appreciation and understanding for public school education.

Allow me to discuss in brief some of Virginia's accomplishments in education. Virginia leads the South in education. We spend more dollars per pupil than any other state in the South. Our students lead the South in test scores. Our teachers get paid more than teachers in any other state in the South. (In real terms, the salaries of Virginia's teachers during the 1980s went up faster than any other state in the South and all but a handful of states in the entire country.) In fact, despite the recession (Virginia was hit harder than any other state in the South), I was able to give public school teachers a 5 percent salary increase—2 percent more than even state government employees. Now, I know that Arkansas boasts of having increased its teacher salaries by 17.4 percent in two years, but that increase only took teachers' average salary to $23,040 last year. Virginia exceeded that level five years ago.

Q. What specific actions, including budgetary support, would you as President take to achieve each goal?

I've attached documents that outline what I am doing to provide a world-class education to Virginia students so that they may compete in a global economy. The program is called Workforce 2000. Through that program, I am restructuring the entire educational system in this state to reduce bureaucracy and focus attention on the place where our students are taught—the classroom. The goals set forth in this program not only encompass the six national goals but address several other items of major concern to the Commonwealth of Virginia. As President I would propose taking the same actions as I have taken in Virginia.

ELECTION '92

Achieving the National Education Goals

Iowa Sen. Tom Harkin, 51 years old, married 23 years, 2 children, Iowa State University, Catholic University of America School of Law. Elected U.S. House of Representatives, 1974; elected to Senate, 1984; reelected to Senate, 1990.

Former Massachusetts Sen. Paul Tsongas, 50 years old, married 21 years, 3 children, Dartmouth College, Yale Law School. Elected U.S. House of Representatives, 1974; elected U.S. Senate, 1978 (retired 1984); appointed chair, Massachusetts Board of Regents of Higher Education, 1989.

Arkansas Gov. Bill Clinton, 45 years old, married 15 years, 1 child, Georgetown University, Rhodes Scholar, Yale University Law School. Elected Arkansas attorney general, 1976; elected governor, 1978; defeated for reelection, 1980; elected governor 1982, 1984, 1986, 1990.

Q. What role do you envision for the federal government in achieving the goals?

Education is vital to our nation's long-term economic growth as well as our children's well-being. And now that the Cold War has ended, how we compete as a nation in the international marketplace is just as vital to our national security as our prowess on the battlefield.

Our economic growth depends on investing in our human resources to make our people the healthiest, most productive, and smartest work force in the world. That requires making investments in education one of our top priorities. And that demands an increased federal role and commitment to improving our nation's educational system.

Unfortunately, President Bush doesn't understand the importance of education and is unwilling to devote the resources needed to improve it.

Q. What specific actions, including budgetary support, would you as President take to achieve each goal?

Goal I—Early intervention and prevention are vital to our overall education policy. That means we need to invest in programs like Head Start, WIC, and child immunization programs.

As chairman of the Senate Appropriations Subcommittee for Labor, Health and Human Services and Education, I have fought for additional funding for early intervention programs. As President, I will continue that fight and make creation of a national health care program a top priority of my administration.

Goals II-IV—Let me address at the same time the goals of curbing dropout rates, improving student achievement, and promoting excellence in math and science. Improving American education is a question of both will and wallet.

Teachers play a fundamental role in discouraging dropouts and improving student achievement. They need our support. But in too many schools, teachers have too many students, work with too few supplies, and cope with too many social problems. We can help boost student achievement by recruiting more minority teachers, improve teacher preparation through mentor programs and more clinical training, and increase professional development opportunities for experienced teachers.

Furthermore, we cannot improve performance in math and science without lab equipment, computers, and calculators. We need to ensure that students get those resources by increasing our federal commitment and encouraging business partnerships with schools to bring the latest technology to our classrooms. To help reach this objective, as chairman of the Education Appropriations Subcommittee, I've increased funding for the Eisenhower Mathematics and Science Education program by 75 percent.

Students also need to stay in school to get the skills they need to get good jobs once they graduate. We must ensure that students who do graduate can find good, well-paying jobs once they complete their high school education.

We also need to expand dropout prevention programs to keep students in school. And, we need to enhance vocational education programs so students can learn the skills they need to succeed in the work force. Since I became chairman of the education subcommittee, I've increased funds for the Dropout Prevention Program by 63 percent while funding for vocational and adult education programs rose 31 percent.

Goal V—Adult illiteracy is a serious problem that must be resolved if we intend to develop a skilled work force. I strongly supported the National Literacy Act. This bill will improve workplace literacy programs, establish the National Institute for Literacy, and promote family literacy programs.

Goal VI—Fighting drugs requires more than just arresting and imprisoning drug offenders. It demands an equal commitment to treatment and early intervention programs. In fact, I believe that in the long term, early intervention and prevention are the best ways to deal with the problem of drugs and violence in our nation, and in our schools.

The federal government must assume a genuine leadership role in achieving these goals. It must make educational excellence an important national priority by constantly keeping the spotlight of public attention on the issue and by wisely investing financial and human resources to achieve the goals.

There can be no doubt that public education in the U.S. today is in crisis. Making public education a top priority means openness to new—even radical—notions of educational innovation. Incentives need to be discovered to motivate students, their families, communities, and businesses to make quality education a major priority. Promising bold new ideas need to be tested, not criticized.

The federal government must back up its commitment to quality education with increased financial resources. It is not enough to talk about education. We must demonstrate that we believe it is worth paying for. If we are to restore our economy and maintain America's unique social fabric, education will be one of the keys.

Q. What specific actions, including budgetary support, would you as President take to achieve each goal?

Part of the "peace dividend" resulting from the collapse of communism should be redirected toward achieving the six educational goals.

Goal I—Programs such as Head Start must be made available for all eligible children. The WIC program must be fully funded to ensure that expectant mothers and children get the nutrition they need.

Goal II—A variety of programs must be initiated, such as insisting that high school graduation bring with it a guarantee that the graduate can perform certain specific skills. Employers must become involved with schools so that students can be shown the advantages and importance of a high school degree.

Goal III—A renewed emphasis must be placed on students learning basic skills. These skills should be tested every four years, with promotion or graduation being contingent upon passing the examination.

Goal IV—Achieving this goal will mean devoting significant resources to teacher training and preparation in math and the sciences and concomitant rewards for outstanding teacher achievement in these areas. Programs like the one developed by MIT to train high school science teachers should be expanded to other colleges and universities throughout the nation.

Likewise, society itself must begin to deliver messages (for example, through the mass media) that it is "cool" to excel in math and the sciences; that you are not a "nerd" if you are a good student, and so on. Here, it is not simply a question of financial resources, but also one of changing societal attitudes.

Goal V—In addition to developing competence in basic skills for children, the U.S. needs to embark on a serious national program of adult literacy. This can be done as an adjunct to school systems to take advantage of existing teacher skills.

Goal VI—Isolated schools throughout the nation have successfully eliminated the threats of dangerous drugs and violence through innovative programs. These (and other) programs need to be emulated and disseminated throughout the nation.

We must continue efforts to restructure our entire system of education from the classrooms in Bald Knob, Arkansas, to the U.S. Department of Education, to ensure that all our children have an equal opportunity to learn and to succeed; to give our educators the tools they need to meet the changing needs of the students; and to empower teachers and principals to make more decisions at the school level. At every level, we must be firmly committed to make both the fundamental changes and financial commitments necessary for success. That means preschool for every child without regard to economic or social status.

Q. What specific actions, including budgetary support, would you as President take to achieve each goal?

When we were drafting the National Education Goals, it was very important to the governors that the federal role be clearly defined and that the federal government be held as accountable as states and schools for doing its part. While I agree with much of Secretary Alexander's America 2000 initiative, I am dismayed that the federal responsibility the Administration agreed to has not been met.

Goal I—My first commitment would be full funding for Head Start. Eligibility for and content of child care programs should be standardized on the federal level to remove barriers to continuity of service. We must continue to work toward good preventive and primary care for all children from the prenatal stage throughout their school years.

Goal II—We must provide incentives for students to stay in school, take demanding courses, and prepare themselves for good jobs or more education.

But along with the carrots, I believe we have to look at the possibility of having other deterrents to dropping out. For example, we are implementing laws which deny or revoke driving privileges for students who drop out of school with no good reason, with hardship provisions for students who have to drop out to support families.

We must reshape our teacher education and staff development programs to train teachers to reach our children by whatever method works best. More important, we must remove bureaucratic barriers that prevent teachers from taking full advantage of their professional skills.

Goal III—Achieving this goal, especially while increasing the graduation rate, will require a fundamental restructuring of our education system. This means establishing high performance standards for all students, and devising more meaningful ways of assessing what students know and are able to do. It means developing new curriculum, and new ways of teaching. It means providing better ways of preparing and supporting teachers and administrators and giving educators in each school the tools and the discretion to decide how best to organize school resources so that every student succeeds.

Leading and supporting these changes is primarily a state and local responsibility, not a federal one. The federal government can and should help in important ways. It should be a partner in the development of national performance standards. States, districts, and schools still will devise their own curriculum, teaching methods, and examinations.

We should establish a national examination system. I also favor a substantial federal investment to support the massive effort that will be needed for teachers and administrators to acquire appropriate expertise, especially in math and science, and to learn new approaches to teaching and leadership roles.

Goal IV—Our challenge is to increase the pool of math and science students and potential teachers and to retrain the teachers, at both the secondary and college level. Public schools and colleges must make laboratory and teaching materials as high a priority as athletic facilities.

Goal V—Making sure that everyone who has a job or needs a job has the basic reading, math, writing, thinking, and communication skills to do well is the single most fundamental thing we can do for economic development.

Goal VI—The other goals cannot be reached without a safe, healthy, positive atmosphere in which our children can learn and grow. School district leaders and principals have to keep schools safe. Those in dangerous neighborhoods may need the help of local police, as well as laws increasing penalties for drug sales near schools. Early aggressive education about the danger of drugs and alcohol is essential. Bringing health and other social services to poor children in the schools is also important.

ELECTION '92

PRIORITIES FOR THE NATION

Q. What are your top five priorities for the nation? Rank those priorities from most to least important and indicate what resources you would commit to accomplish them.

Bob Kerrey, Democrat

(1) Health Care—I have introduced legislation for comprehensive health care reform, including the way we finance health care. The guiding principle has been humanitarian: in a society as wealthy as ours, we cannot leave millions of our citizens without health care coverage. But there are also other reasons: if we can control the constantly increasing costs of health care in the U.S. we can increase our economic growth and productivity. If we can provide universal coverage, we can have healthier children who are better able to learn, and people who will be better able to pursue new education, training, and job opportunities without fear of losing access to health care.

(2) Education—I have spent much time over the past few years in schools—teaching, observing, meeting with students and teachers. I have been involved in efforts in Nebraska to develop a broadened research base in our university system. Our efforts have also improved science education throughout the system, expanded informal education opportunities, and enhanced the sophisticated distance learning initiatives that we already have in place. For this reason, I have proposed legislation to encourage restructuring at the local level—to enable schools to determine how they can best meet their needs and the requirements of their particular situation.

(3) Telecommunications—Telecommunications can bring any subject to any child anywhere. It can bring good teachers and new coursework into the schools and into the home. It is no substitute for the school and the dedicated teacher, but it can certainly be an adjunct—and we need to use it to its fullest. Telecommunications can also extend job opportunities throughout an area. A design for a widget may come from a major corporation, but if the information can be downloaded into a small manufacturing plant in Nebraska or Oklahoma or wherever, then the expanded opportunities are obvious.

(4) Technology—Americans are inventors. They always have been. But, world ecohomic success does not rest on just inventing. It also depends on commercial application; it depends on the processes needed in industry; it depends on good marketing strategies. Technology can open many doors in each of these areas and promises to do so for those educated and skilled to meet the challenge.

(5) Stable Financial System—At the heart of an expanding economy is a stable and well-regulated financial system that provides the capital essential to economic activity. It is vital to have a strong system of community-based banks, savings and loans, and credit unions that help individuals in those communities realize their goals.

WITHDREW 1/8/92

Doug Wilder, Democrat

1. My first priority would be to take whatever steps are necessary to get the American economy moving again so as to create more jobs, generate more revenues, and allow us to again address our domestic agenda. We must clean up the fiscal and economic mess that our elected officials in Washington, D.C. have wrought. Until this is done, it is impossible to address the critical, unmet needs of our nation at home.

2. We must maintain the United States' strength in the world from a military and diplomatic point of view so that our strength can be used to maintain world peace. We must reduce the possibility of nuclear proliferation, particularly at a time when many smaller nations are beginning to edge closer to having a nuclear capability.

3. We must reorder the federal priorities so that the education of our children, the health care of our people, and the basic human needs of our poor become top priorities for the nation instead of the upside-down priorities of the Reagan-Bush era.

4. Part of the reordering of priorities and rejuvenating of the economy will involve cutting taxes for middle class Americans who already carry too much of a burden and pay for wasteful government.

5. I will seek to re-establish the confidence of our nation's people in its elected officials so that we, together, can tackle our nation's environmental and social problems and enhance our competitiveness in a world economy.

Tom Harkin, Democrat

The foremost task of a Harkin administration would be to implement a long-term economic growth plan for America.

To implement my New Growth Agenda, we must scrap supply-side, trickle-down economics as well as last year's budget agreement. We need to develop an economy that improves the standard of living for all our people with well-paying, secure jobs and that makes our people the healthiest, smartest, and most productive workforce in the world.

We must reject trickle-down economics and George Bush's low-wage, low-skills, low-growth path, and pursue instead a program that develops our country's resources so that we can compete internationally by selling high quality products at high enough margins to pay high wages.

Second, I would invest in America's human and physical resources. For job creation in the short term that will lead to private sector growth, we need to start rebuilding our roads and bridges, our highways, and mass transit systems.

Third, we must stop subsidizing our friends' and allies' defense and start investing in America. With the end of the Cold War, we must shift spending priorities from military to domestic to make America strong here at home.

Fourth, we need to improve our competitiveness in the international marketplace. Of course, we must get tough on trade and stop the export of American jobs. But we must also assist in developing the new technologies and new products that will make us competitive in global markets.

Fifth, on both the federal and local levels we must develop and implement policies that reflect the new realities of the American family and the marketplace. That requires investing in child care, putting in place family and medical leave policies, and bringing health care costs down. We must develop a health care system that makes affordable care available for all Americans. That will be one of the first priorities of a Harkin administration.

Paul Tsongas, Democrat

1. Strengthen our economic base. There is no reason why the United States should not be the preeminent economic power on earth. We have the land, the resources, and the people. What we lack is the leadership. Our political leadership has chosen to ignore difficult economic realities.

In my book, *A Call to Economic Arms*, and during the campaign, I have articulated a new economic policy that would result in this nation re-establishing its economic dynamism and strength. The key elements of that competitiveness strategy are to: (a) recognize the challenge we face; (b) increase our savings and investment, including economically strategic investments; (c) promote science and research through public programs and private incentives; (d) encourage a long-term business perspective; (e) reform antitrust laws to help American firms compete internationally; (f) promote cooperation between management and labor; and (g) encourage a mindset of economic patriotism.

2. Provide quality education for all. In the 1990s, America will rise or fall as our public schools rise or fall. The health of our school systems is a major determinant of our long-term economic and social viability.

3. Save our environment. I would proclaim a goal of global equilibrium. This means the pursuit of policies and lifestyles that allow the consumption of resources consistent with having an inhabitable planet over the generations.

4. Preserve our social fabric. Equal opportunity must become a reality for all Americans, regardless of race, ethnicity, sex, or religion. We must work to make the ideal of equal opportunity for all, embodied in our Declaration of Independence and Constitution, a reality. This means a federal government fully committed to eliminating restrictive barriers based on race, ethnicity, sex, or religion.

5. Develop a new internationalism. With the collapse of communism, America remains the world's only superpower. We need to develop new, comprehensive, and coherent policies regarding our relations with the rest of the developed world, the former communist states, and the nations and peoples of the Third World. This means policies of collective security and true defense burden sharing. It also means a commitment to the extension of democracy and free markets overseas, both because it is right and because recognizing that economic interdependence is our surest guarantee of peace. I have outlined these challenges in *A Call to Economic Arms*.

Bill Clinton, Democrat

1. Regaining our economic leadership. We must give opportunity to all. That means giving people incentives to invest in economic growth and a better- trained workforce. It means world-class skills and world-class education; pre- school for every child who needs it; an apprenticeship program for kids who aren't college-bound but don't want dead-end jobs.

2. Inspiring responsibility for all. We can do all these things, and we still will not solve our problems unless we ask every American citizen to assume individual responsibility for our future. The New Covenant will say to our corporate leaders at the top of the ladder: we'll support your efforts to increase profits and jobs through quality products and services, but we're going to hold you responsible to be good corporate citizens, too. It will say to the hard-working middle class and those who aspire to it: we're going to guarantee you access to a college education, but if you get that help you've got to give something back to your country.

3. Restoring a sense of community. The Reagan-Bush years have exalted private gain over public obligations, special interests over the common good, wealth and fame over work and family.

4. Leading a revolution in government. I want to make government more efficient and effective by eliminating unnecessary layers of bureaucracy and cutting administrative costs, and by giving people more choices in the services they get, and empowering them to make those choices.

5. Reclaiming the American Dream for the next generation. I want my child and your child to be part of a nation that's coming together, not coming apart. That is what this election is all about—forging a New Covenant that will honor middle-class values, restore the public trust, create a new sense of community, stand up for American interests around the world, and keep the American Dream alive for our children.

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NEW WAVE

Desktop Learning

One of desktop publishing's best features is its flexibility. It can be as sophisticated as you want—or, like this classroom venture, simple and relatively inexpensive.

"Publishing this magazine is the most demanding project I've ever done as a teacher," says Wheelwright, Kentucky, English teacher Carol Stumbo, "just because of all the students have to learn to accomplish it."

What Stumbo's Wheelwright High students learn is part journalism, part bare-bones desktop publishing. Twice a year, working on a technological shoestring, they bring into being a well-respected local history magazine.

"No fancy hardware is needed for production, and that's lucky," explains Stumbo. She and her students have the use of some 20 Apple IIE computers for writing up the oral histories and three Macintoshes for design and production.

"It's not a sophisticated setup," Stumbo acknowledges, "but it does the job." To make the transition from the Apples to Page Maker publishing software, the students combine the Works to Works conversion program with Microsoft Works software.

"We've been told," Stumbo notes, "there are lots of fancy cables we can't afford that would do it more simply. The typing room has three Apple IIGS's, and we can attach a 3.5″ floppy disk drive to them."

But now a quicker way's in sight. Stumbo was a 1991 Christa McAuliffe Educator of NEA's National Foundation for the Improvement of Education. As such, she served on a team designing a summer conference for outstanding educators who use technology in their work. Apple gave each Educator a Mac LC, which Stumbo is using to simplify the conversion.

> **"No fancy hardware is needed for production, and that's lucky."**

The magazine project began after Stumbo took part in a workshop given by *Foxfire* originator Eliot Wigginton in 1984. "I was at the end of my rope," Stumbo recalls. "I didn't know what to do to help my students succeed."

Carol Stumbo

The workshop helped Stumbo find a solution: put the kids to work producing a magazine. With Wigginton's encouragement and support from the Kentucky Oral History Commission and the business-backed Kentucky Educational Foundation, Stumbo's students produced the first issue of their magazine in the spring of 1985.

Wheelwright is a community built on coal mining. The students named their periodical *Mantrip*, after the car that carries miners underground to work.

Researching, writing, editing, and producing *Mantrip* takes students beneath the surface of Wheelwright's past—and of some of the town's current problems. Besides preparing the text, Stumbo says, the kids do the layout, with the help of a local writer and poet. Subscribers in 23 states now look beneath the surface along with them.* —*Jane Power*

* For a subscription ($7 a year), write Wheelwright High School, Wheelwright, KY, 41669 c/o *Mantrip*.

The Harold W. McGraw, Jr. Prize in Education

TRENDS

You Snooze, You Lose

Better not be caught napping in class or study hall in Brandon, South Dakota, schools. This school year teachers don't just let sleeping students lie—they send them to detention. Repeat offenders can be suspended, even expelled.

Actually, sleeping in class wasn't a big problem, says Mike Klinedinst, president of the 104-member Brandon Valley Education Association, but sleeping during study halls was fairly common. Seems that numerous students in Brandon, an affluent suburb of Sioux Falls, have part-time jobs at night and are likely to nod off during the day.

Klinedinst says most teachers support the new school board policy that outlaws snoozing as "not acceptable education behavior."

"We're glad to have a uniform policy on sleeping in class," he adds. "It's easier when all teachers can apply the same rule."

Three who make a difference: Announcing the 1991 winners of the McGraw Prize in Education.

The Harold W. McGraw, Jr. prize was established in 1988, in celebration of McGraw-Hill's 100th anniversary and in honor of our chairman emeritus.

Each year, up to three $25,000 prizes are awarded to people who have made a difference in education.

For 1991, the Board of Judges selected these three individuals for distinguished contributions to the advancement of education.

Dr. Judith Lanier

Improved teacher education is integral to education reform. And Michigan State University's School of Education has become a world center for research on teaching and teacher education under the leadership of its dean, Judith Taack Lanier.

Dr. Lanier is the president and driving force behind the Holmes Group, a consortium representing 100 of the nation's top research universities dedicated to improving learning in schools through research and development and high quality teacher preparation.

Her work on the national level is paralleled by her efforts to raise standards for teacher education and teaching in Michigan through the Michigan Partnership for New Education, a collaboration between education, government and business that focuses on increased levels of learning for all students.

Dr. Robert H. McCabe

Robert H. McCabe has shaped Miami-Dade Community College into an institution that fulfills the role of the American community college: giving every individual—the underprepared as well as those with superior skills—the opportunity for quality higher education.

Under Dr. McCabe's leadership, Miami-Dade has reformed its total educational program, raised student expectations and achievement, and developed comprehensive processes to improve the entire teaching/learning environment.

Dr. McCabe is an innovator who has helped chart the course for the American community college movement. His contributions have placed Miami-Dade in the ranks of the nation's best institutions of higher education.

Dr. Theodore R. Sizer

No two good schools are ever alike. Yet successful schools share powerful guiding ideas that underpin their programs with students.

These ideas have been distilled into a set of common principles by Theodore R. Sizer of Brown University, founder of the Coalition of Essential Schools. The fundamental purpose of schooling is intellectual, according to Dr. Sizer; all students must learn to use their minds well. School programs must establish the essential skills students should master to graduate. Education must be personalized to engage students so they are not mere recipients of instructional services.

Since 1984, the Coalition has been building a network of schools which subscribe to these principles, increasing attendance and the number of students continuing their education while lowering dropout rates.

For more information, write to The Harold W. McGraw, Jr. Prize in Education, McGraw-Hill, Inc., 1221 Avenue of the Americas, New York, NY 10020.

Shhhhh....It's Lunchtime!

The well-bred hush of the cafeteria? That's right: for elementary students at Coldwater Canyon Avenue School in North Hollywood, California, lunch this year has become a civilized affair, complete with silk flowers on the tables—and classical music.

"Coldwater Cafe," as the cafeteria has been dubbed, treats young rap fans to music from Mozart to Gershwin to Tchaikovsky. No talking is allowed during the first half of the 40-minute lunch period. Then the luncheon concert concludes, with a series of announcements.

So far, the shift from animal house to classy cafe is a great success. Teachers and students agree the classical music quells misbehavior. Says one eight-year-old: "It calms my mind."

Buy a PC, Earn a Buck

If you see dollar signs when you think of buying a home computer, you're not alone. At least 29 percent of PC owners told Gallup pollsters they're using their machines to earn money, not just to play Nintendo or balance their checkbooks. And 46 percent of those planning to buy a PC consider it an investment.

The survey of over 1,000 adults suggests that home computers are associated with working and doing well financially. A full 60 percent of the respondents do some job-related work on their home PC, and 55 percent of these think their PCs will help them get a raise or promotion at their regular jobs.

Older and Wiser

Call it the greying of academe: college students have been getting older. Fully 43 percent of all college students are 25 or over, says the National Center for Education Statistics. That's up from 33 percent in 1974.

Enter the National Association of Returning Students (NARS) to serve this growing constituency. NARS's mission is to help adults cope with challenges before, during, and after their college education.

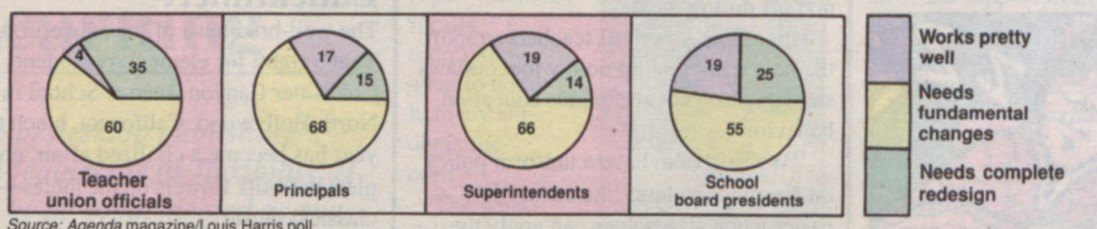
As a 33-year-old student, NARS Founder Norman Tognazzini felt hemmed in. He felt some professors seem more comfortable teaching younger, less worldly students. On the other side, Tognazzini says, some younger students seem to resent having an older person around. Tognazzini hopes to help adult students find their niche on campus with less trouble.

For more information, contact NARS, P.O. Box 3283, Salem, OR 97302 (503/581-3731).

DATA BANK

How's Your Budget?

A new poll of education's stakeholders shows varying opinions on how the current public school budgeting process works.



Source: Agenda magazine/Louis Harris poll

Quality of Life

Although the United States may be the richest country in the world in total net worth, a look at quality of life—measured by life expectancy, infant mortality, and per capita income—puts the U.S. at #7.

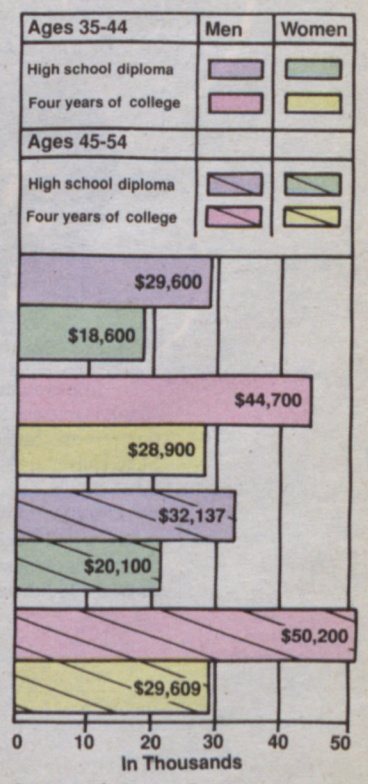
Country	Life Expectancy	Infant Mortality*	Per Capita Income
Japan	78.6	5	23,290
Canada	77.0	7	18,090
Iceland	77.8	6	23,140
Sweden	77.4	6	20,880
Switzerland	77.4	7	28,660
Norway	77.1	8	21,620
U.S.	75.9	10	19,840
Netherlands	77.2	8	15,320
Australia	76.5	9	14,120
France	76.4	8	16,490
World Average	65.0	71	4,028

*Deaths under 1 year of age per 1,000 live births

Source: Bread for the World Institute on Hunger & Development, 1991

A Wage Gap...Still

A college-educated woman aged 18-24 earns an average of 92 cents for every dollar earned by a man of the same age and education. And it's even further downhill after that. In the age group 25-34, she'll earn 75 cents for every dollar her male counterpart earns. By ages 55-64, it's down to 54 cents.



Source: U.S. Census Bureau

Earn a cool $2,000 in 10 weeks.

It's possible with The Franklin's Educators' Internship Program.

That's right—$2,000. Simply meet the weekly criteria of our Summer Educators' Internship Program, and we'll guarantee you a minimum of $200 a week for 10 weeks. Last year, approximately 250 educators accepted our offer and are using their people skills and intellect to explore a rewarding career opportunity.

So if you've had your share of summer jobs—painting houses, teaching driver's ed, tutoring, etc.—maybe now is the time to try something new. Many of our sales associates come from the field of education; teachers, coaches and administrators who've discovered just how lucrative the Franklin opportunity can be.

But see for yourself. Ten weeks . . . $2,000. Return the coupon or call toll-free **1-800-272-0122** for our brochure outlining the specifics of the Educators' Internship Program.

Dual-Career Associates' 1990 average incomes*

Top Associate	$68,039
Top 10	43,043
Top 25	32,289
Top 50	24,331

*Calculated from actual earnings reported to the U.S. Internal Revenue Service for 1990.

The Franklin
Building Brighter Tomorrows
FRANKLIN LIFE INSURANCE COMPANY
Springfield, Illinois 62713
Phone 1-800-272-0122 • Fax 217-753-8414

The Franklin
Franklin Square (Box 237)
Springfield, IL 62713

Please send me your brochure about the Educators' Internship Program.

Full name _____

Address _____

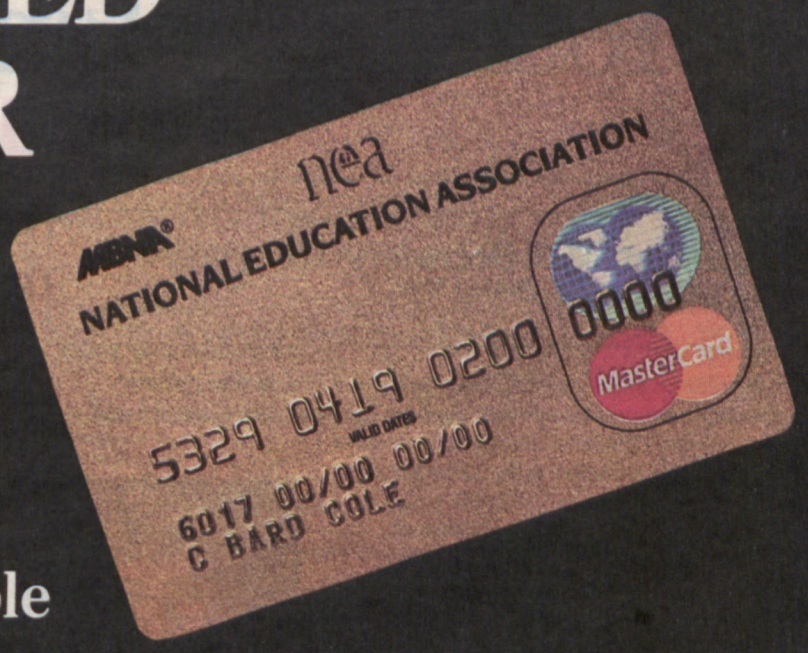
City _____

State _____ Zip _____

Telephone _____

NEA 2-92

YOU'RE INVITED TO APPLY FOR NEA'S GOLD STANDARD.



The NEA Premier Gold MasterCard—the most valuable credit card you'll ever carry.

It offers you greater convenience and protection than other premium gold cards—yet costs considerably less: • Annual fee of only $15 (waived entirely the first year*) • Free extra card • Low 16.5% APR (15.5% for that portion of your Average Daily Balance over $2,500) • Extended warranties on most purchases • Full-value supplemental car rental insurance • Worldwide emergency legal and medical assistance • Credit lines up to $15,000 • Payment holidays • Free credit card registration service • Up to $1 million common carrier travel accident insurance • Accepted at 2½ times as many locations as the American Express® Gold Card—and much more!

To apply for this gold standard, use the application below or call us at 1-800-847-7378, ext. 5000. (Please give our Teleservice Representative the special code located in the upper right hand corner of the application).

*New program participants only. For members currently in the program, the annual fee will not be assessed until the anniversary date of your current account.

YES! I would like to apply for the NEA Premier Gold MasterCard. All applications will be subject to a confidential standard credit review by MBNA America®. The NEA is not involved in the review process. Should my application for the Premier Gold card not be approved, this request constitutes my application for the School Days MasterCard, and I accept that on a periodic basis, I may be considered for an automatic upgrade to the Premier Gold MasterCard at MBNA America's discretion.

Please check one: ☐ I **do not** have an NEA credit card. ☐ I **do** have an NEA credit card.

YOUR PERSONAL DATA (Please Print)

Name		
Address		
City	State	Zip
Home Phone	Business Phone	
Social Security Number	Date of Birth	
Are You: ☐ Renting ☐ Buying ☐ Own	Monthly Payment $	
Previous Address (must be completed if at present address less than 3 years)		
Employer		
Position	Years There	
Previous Employer or School Attended		
Annual Salary	Other Income $	Total Income $

Include income from *all* sources during this year. (Alimony, child support, or separate maintenance income need not be revealed if you do not wish it considered as a basis of repayment.)

State Association	
Mother's Maiden Name (for use when you request special action taken on your account)	

Fold here and place application in bind-in envelope attached

ADDITIONAL INFORMATION

Current Credit Card Accounts (if applicable)

MasterCard®/VISA® Account #
American Express® Account #
If you already carry an NEA Card: Account #

CO-APPLICANT ONLY (Please Print)

Co-Applicant's Name (over 18 years of age)	
Social Security Number	Relationship to Applicant
Employer	
Position	Years There
Annual Income $	Business Phone

I (We) authorize MBNA America to investigate any facts or obtain and exchange reports regarding the application or resulting account with credit reporting agencies and others. Upon request, I (we) will be informed of each agency's name and address. I have read this entire application, agree to its terms and understand that I will be jointly and severally liable for all charges on the account.

By signing this application, I certify that I am a member in good standing of the National Education Association.

X Your Signature Here	(Seal)	Date
X Co-Applicant Signature	(Seal)	Date

Fold here and place application in bind-in envelope attached

15:900-15:955 PBPE
16:900-16:954

ACCOUNT INFORMATION

Annual Fee(s)	$15 for the NEA Premier Gold MasterCard; $9 for the NEA School Days MasterCard. Fee waived first year for new participants in the program.
Annual Percentage Rate	16.5% for that portion of the Average Daily Balance equal to or less than $2,500 and 15.5% for that portion of the Average Daily Balance exceeding $2,500.
Grace Period for Repayment of Balances for Purchases	At least 25 days from statement closing date.
Method of Computing the Balance for Purchases	Average Daily Balance (including new purchases).
Transaction Fee for Cash Advances, and Fees for Paying Late or Exceeding the Credit Limit	Transaction Fee for Bank and ATM Cash Advances: 2% of each cash advance; $2 minimum, $10 maximum; Transaction Fee for Premium Access Check Cash Advances: 1% of each cash advance; $2 minimum, $10 maximum; Late Payment Fee: $10; Over-the-Credit-Limit Fee: $10.

Certain restrictions apply to the benefits outlined in the benefits brochure accompanying your Premium Access Checks®. The information about the costs of the card described in this application is accurate as of 2/92. This information may have changed after that date. To find out if further changes have been made, write to the address below.

MAIL YOUR SIGNED REQUEST FORM IN THE ATTACHED ENVELOPE, OR SEND DIRECTLY TO:
NEA CREDIT CARD PROGRAM
C/O MBNA AMERICA
P.O. BOX 15464
WILMINGTON, DE 19850-5464

UNIFIED SPECIAL SERVICES

NEA...Value today, security tomorrow.

NOTE: Send no money; the $15 annual fee will be waived the first year for new participants in the program.

The program is currently not available in District of Columbia, Michigan, Pennsylvania and Puerto Rico.

MBNA America® is a federally registered Service Mark of MBNA America Bank, N.A. MasterCard® is a federally registered Service Mark of MasterCard International Inc., used pursuant to license.

2/92

Your NEA Financial Report:
AN ANNUAL AUDIT

A Report from NEA Secretary-Treasurer Marilyn Monahan

NEA is in solid financial shape. During the 1990-91 fiscal year, NEA membership continued its upward climb, as the Association added some 52,000 new members. The General Fund Statements of Activity (box immediately below right) show net (after expenses) revenues of more than $950,000, which have been added to our General Fund Balance (box at bottom of the page).

The renovation of NEA headquarters was completed this fall. That completion is reflected in our financial statements by a transfer of assets to the Capital Improvement Fund (top right on opposite page).

We will continue to carefully monitor our operations during this time of recession. Our goal, as always, is to maximize all available resources to fulfill the Association's mission.

Coopers & Lybrand, Certified Public Accountants

Report of Independent Accountants
To the Executive Committee and Members of the National Education Association of the United States

We have audited the accompanying balance sheets of the General Fund and the Capital Improvement Fund of the National Education Association of the United States (a nonprofit corporation incorporated by an Act of the United States Congress) as of August 31, 1991 and 1990, the statements of activity and related schedule of area expense by type, changes in fund balance and changes in financial position of the General Fund and the statements of activity and changes in fund balance of the Capital Improvement Fund for the years then ended. We have also audited the consolidated balance sheets of the Special Purpose Funds of the National Education Association of the United States and subsidiary as of August 31, 1991 and 1990, and the related consolidated statements of activity and changes in fund balances for the years then ended. These financial statements are the responsibility of the Association's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly the financial position of the General Fund, Capital Improvement Fund and the Special Purpose Funds of the National Education Association of the United States and subsidiary as of August 31, 1991 and 1990, the results of operations and the changes in financial position of the General Fund and the Capital Improvement Fund, and the consolidated results of operations of the Special Purpose Funds for the years then ended in conformity with generally accepted accounting principles.

November 12, 1991
Washington, D.C.

Coopers & Lybrand

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
GENERAL FUND BALANCE SHEETS
August 31, 1991 and 1990

ASSETS

	1991	1990
Current assets:		
Cash and short-term investments at cost, which approximates market.	$14,182,871	$12,057,363
Membership dues receivable from state associations, net of reserves for cancellations and uncollectible amounts of $926,437 in 1991 and $852,466 in 1990 (Note 2)	22,394,291	18,922,558
Amounts due from affiliates and other organizations, net of reserve for bad debts of $59,926 in 1991 and $59,926 in 1990 (Notes 2 and 3)	1,112,190	763,515
Amount due from Special Purpose Funds (Note 2)	392,668	1,638,250
Amount due from Capital Improvement Fund (Note 12)	8,596,461	—
Publication and advertising receivables	384,188	124,581
Prepaid expenses	2,212,164	1,894,369
Other current assets	858,403	974,925
Total current assets	50,133,236	36,375,561
Long-term assets:		
Equipment, at cost, less accumulated depreciation of $9,874,447 in 1991 and $9,555,707 in 1990 (Note 2)	3,928,807	1,214,924
Notes receivable and other assets	3,190,211	3,386,812
Deferred building renovation costs (Notes 2, 11 and 12)	—	33,563,950
Total long-term assets	7,119,018	38,165,686
Total general fund assets	$57,252,254	$74,541,247

LIABILITIES AND FUND BALANCE

	1991	1990
Current liabilities:		
Accounts payable and accrued liabilities	$16,319,704	$12,704,906
Accrued annual leave	4,190,222	3,949,924
Amounts held for affiliates and other organizations (Note 3)	184,920	181,175
Total current liabilities	20,694,846	16,836,005
Long-Term liabilities:		
Accrued severance pay (Note 2)	3,434,556	3,227,484
Amount due to Special Purpose Funds (Note 2)	13,067,769	10,736,802
Construction loan payable (Notes 11 and 12)	—	16,900,000
Total long-term liabilities	16,502,325	30,864,286
Total general fund liabilities	37,197,171	47,700,291
Commitments and contingencies (Notes 5, 6, 7, 9 and 11)		
Fund balance	20,055,083	26,840,956
Total general fund liabilities and fund balance	$57,252,254	$74,541,247

The accompanying notes are an integral part of these financial statements.

GENERAL FUND STATEMENTS OF ACTIVITY
for the years ended August 31, 1991 and 1990

	1991 Budget	1991 Actual	1990 Actual
Revenues:			
Membership dues (Note 2)	$147,304,000	$148,988,179	$136,862,755
Other income, fees, and services	200,000	908,215	1,018,875
Total revenues	147,504,000	149,896,394	137,881,630
Expenses by area:			
Membership and Affiliates	51,805,878	53,123,870	48,840,384
Collective Bargaining and Compensation	1,307,200	1,317,357	1,692,724
Communications	6,831,946	7,022,328	6,177,515
Government Relations	8,638,683	8,534,943	7,930,358
Human and Civil Rights	4,717,949	4,746,442	4,699,044
Education Policy and Professional Practice	4,167,531	4,086,258	4,030,568
Legal Services	17,552,184	17,174,128	15,817,951
Publishing	7,730,129	7,532,819	6,890,149
Research	6,000,102	5,827,050	5,292,230
Administration	11,849,101	12,396,048	10,145,912
Business and Finance	5,603,480	5,709,557	5,406,275
Data Processing	5,068,469	4,989,794	4,279,429
Governance	9,929,308	10,684,083	9,346,519
Total expenses by area	141,201,960	143,144,677	130,549,058
Other expenses:			
NFIE (Note 8)	2,300,000	2,300,000	2,300,000
Building renovation (Notes 2, 11, and 12)	3,500,000	3,500,000	4,239,817
Total other expenses	5,800,000	5,800,000	6,539,817
Total expenses	147,001,960	148,944,677	137,088,875
Excess of revenues over expenses	$ 502,040	$ 951,717	$ 792,755

SCHEDULES OF AREA EXPENSES BY TYPE
for the years ended August 31, 1991 and 1990

	1991	1990
Salaries and benefits (Notes 2 and 5)	$ 45,780,512	$ 40,426,232
Grants to, and joint projects with, state and local associations	42,611,252	37,732,395
Kate Frank/DuShane Program expenditures (Note 4)	10,211,624	9,314,891
Travel	12,636,924	13,081,146
Publications costs, net of advertising income	4,107,563	3,793,940
Outside services (including consultants, legal and audit)	18,949,792	17,348,640
Machinery rentals, repairs, materials and supplies	2,152,451	1,850,267
Office expenses (including telephone, office supplies and utilities)	3,358,027	3,897,848
Administrative expenses (including insurance and rent)	3,336,532	3,103,699
Total area expenses by type	$143,144,677	$130,549,058

The accompanying notes are an integral part of these financial statements.

STATEMENTS OF CHANGES IN FUND BALANCE

Fund balance, August 31, 1989	$26,048,201
Excess of revenues over expenses	792,755
Fund balance, August 31, 1990	26,840,956
Excess of revenues over expenses	951,717
Transfer to capital improvement fund (Note 12)	(7,737,590)
Fund balance, August 31, 1991	$20,055,083

The accompanying notes are an integral part of these financial statements.

NEA FINANCIAL REPORT

GENERAL FUND STATEMENTS OF CHANGES IN FINANCIAL POSITION

for the years ended August 31, 1991 and 1990

	1991	1990
Sources of cash and short-term investments:		
From operations:		
Excess of revenues over expenses	$ 951,717	$ 792,755
Increase (decrease) in excess of revenues over expenses from noncash revenues and expenses:		
Depreciation and amortization	318,740	143,201
Decrease (increase) in other assets, net	313,123	(2,246,979)
Accrued severance pay	207,072	401,445
Accounts payable and accrued liabilities	3,614,798	1,617,917
Accrued fringe benefits	240,298	299,742
Amount due to Special Purpose Funds, net	3,576,549	3,505,701
Amounts held for affiliates and other organizations	3,745	79,802
Transfer of deferred building renovation costs to Capital Improvement Fund	59,737,590	—
Loan proceeds	26,503,539	14,000,000
Total sources of cash and short-term investments	95,467,171	18,593,584
Uses of cash and short-term investments:		
Membership dues receivable	3,471,733	322,618
Due from Capital Improvement Fund	8,596,461	—
Publication and advertising receivables	259,607	(20,558)
Prepaid expenses	317,795	(77,177)
Advances to (repayment from) affiliates and other organizations, net	348,675	(40,449)
Purchase of equipment	3,032,623	1,203,191
Increase in deferred building construction costs	26,173,640	17,156,106
Transfer of loans to Capital Improvement Fund	43,403,539	—
Transfer to Capital Improvement Fund	7,737,590	—
Total uses of cash and short-term investments	93,341,663	18,543,731
Net increase in cash and short-term investments	2,125,508	49,853
Cash and short-term investments, beginning of year	12,057,363	12,007,510
Cash and short-term investments, end of year	$14,182,871	$12,057,363

The accompanying notes are an integral part of these financial statements.

CAPITAL IMPROVEMENT FUND BALANCE SHEETS

August 31, 1991 and 1990

ASSETS

	1991	1990
Cash	$ —	$ 1,335
Land, at cost	1,753,777	1,753,777
Building, at cost, less accumulated depreciation of $7,244,862 in 1991 and $7,005,871 in 1990 (Notes 2 and 11)	4,652,935	4,891,926
Building renovation, at cost, (Notes 2, 11, and 12)	59,737,590	—
Total capital improvement fund assets	$66,144,302	$6,647,038

FUND BALANCE

Current liabilities:		
Construction loan payable refinanced — current portion	$ 595,986	$ —
Amount due to General Fund	8,596,461	
Total current liabilities	9,192,447	—
Long-term liabilities (Notes 6, 11, and 12):		
Refinanced loans:		
Line of credit	7,403,539	—
Construction loan payable	35,404,014	
Total capital improvement fund liabilities	52,000,000	—
Fund balance (Note 2)	14,144,302	6,647,038
Total capital improvement fund balance	$66,144,302	$6,647,038

The accompanying notes are an integral part of these financial statements.

CAPITAL IMPROVEMENT FUND STATEMENTS OF ACTIVITY AND CHANGES IN FUND BALANCE

Fund balance, August 31, 1989	$ 6,885,961
Depreciation expense	238,992
Other (revenue) expense	(69)
Fund balance, August 31, 1990	6,647,038
Depreciation expense	238,992
Other (revenue) expense	1,334
Transfer from general fund (Note 12)	7,737,590
Fund balance, August 31, 1991	$14,144,302

The accompanying notes are an integral part of these financial statements.

SPECIAL PURPOSE FUNDS CONSOLIDATED BALANCE SHEETS

August 31, 1991 and 1990

ASSETS

	1991	1990
Cash	$ 851,279	$ 1,228,163
Accounts receivable	4,526,457	4,191,820
Note receivable — NEEAF	191,051	1,068,417
Prepaid expenses	290,188	76,950
Leasehold improvements, furniture and equipment, at cost, net of accumulated depreciation of $1,066,219 in 1991 and $826,209 in 1990	449,344	291,313
Total current assets	6,308,319	6,856,663
Amount due from general fund (Note 2)	13,067,769	10,736,802
Total special purpose funds assets	$19,376,088	$17,593,465

LIABILITIES AND FUND BALANCES

	1991	1990
Liabilities:		
Note payable — NEEAF	$ 191,051	$ 1,068,417
Accounts payable and accrued liabilities	3,215,859	2,821,654
Amount due to general fund (Note 2)	392,668	1,638,250
Total current liabilities	3,799,578	5,528,321
Deferred Income NEA-Retired Program (Note 2)	1,969,546	1,930,307
Accrued post-retirement health-care benefits (Notes 2 and 5)	7,914,278	6,213,822
Total long-term liabilities	9,883,824	8,144,129
Total special purpose funds liabilities	13,683,402	13,672,450
Fund balances	5,692,686	3,921,015
Total special purpose funds liabilities and fund balances	$19,376,088	$17,593,465

The accompanying notes are an integral part of these financial statements.

SPECIAL PURPOSE FUNDS CONSOLIDATED STATEMENTS OF ACTIVITY AND CHANGES IN FUND BALANCES

for the years ended August 31, 1991 and 1990

	Fund balances August 31, 1989	Revenues: NEA appropriation	Revenues: Other	Expenses	Fund balances August 31, 1990	Revenues: NEA appropriation	Revenues: Other	Expenses	Fund balances August 31, 1991
UniServ Fund (Note 2)	$ 118,921	$27,352,370	$ —	$26,600,325	$ 870,966	$29,839,811	$ —	$29,783,686	$ 927,091
Special Services and Education Travel Trust Funds	1,179,889	—	15,253,429	15,271,228	1,162,090	—	18,573,313	17,251,711	2,483,692
National Education Employees Assistance Fund (Note 7)	108,927	155,000	5,916	221,091	48,752	100,000	26,234	149,937	25,049
NEA-Retired Program Fund (Note 2)	1,493,024	369,537	496,182	519,536	1,839,207	550,821	576,022	709,196	2,256,854
	$2,900,761	$27,876,907	$15,755,527	$42,612,180	$3,921,015	$30,490,632	$19,175,569	$47,894,530	$5,692,686

The accompanying notes are an integral part of these financial statements.

NEA FINANCIAL REPORT

NOTES TO FINANCIAL STATEMENTS

1. ORGANIZATION

The National Education Association of the United States (NEA) is a nonprofit corporation incorporated under a special Act of the United States Congress. Its mission statement reads: "To fulfill the promise of a democratic society, the National Education Association shall promote the cause of quality public education and advance the profession of education; expand the rights and further the interests of educational employees; and advocate human, civil, and economic rights for all."

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of presentation
The financial statements of NEA have been prepared on the accrual basis. To ensure observance with its bylaws, the resources of NEA are classified for accounting and reporting purposes into funds established according to their nature and purpose. The assets, liabilities, fund balances and changes in fund balances are reported in the following fund groups:

General Fund
The bylaws of NEA provide that the General Fund shall comprise all income received in the form of dues, interest, dividends, fees, earnings from advertising, sales of NEA publications and payments for services and funds received by gift, bequest, devise or transfer to NEA, which are not specifically designated for deposit in the Capital Improvement Fund.

Capital Improvement Fund
The bylaws of NEA provide that the Capital Improvement Fund shall comprise the properties and permanent investment of NEA and other funds, or properties received by gift, devise, bequest or transfer for deposit in the Fund. Disbursement from the Capital Improvement Fund to acquire new properties or to provide for major long-term improvements in existing properties, must be authorized by a two-thirds vote of the Board of Directors. Expenditures from this Fund for any other purpose must be authorized by a two-thirds vote of the Representative Assembly.

Special Purpose Funds
NEA has various Special Purpose Funds which consist of restricted funds or funds designated for specific projects and purposes. Special Purpose Funds include activities such as the UniServ Fund, NEA-Retired Program Fund, accrued post-retirement healthcare benefits, and the administration of various services such as insurance plans for members. These funds also include the activity of Member Benefits Corporation (MBC), a wholly-owned subsidiary of NEA. MBC provides support to the Special Services and Educational Travel Trust Funds primarily in the areas of membership services, affiliate support, marketing and training.

General Fund budget
The budget of NEA is designed to achieve the mission and strategic objectives of NEA. The budget amounts included in the statements of General Fund activity are as approved by NEA's Representative Assembly and amended by the Board of Directors, as set forth in the guidelines approved by the Representative Assembly and the Board of Directors.

NEA-Retired Program
During 1982, NEA began offering life memberships to retired members through a new special purpose fund known as the NEA-Retired Program. Payments to the fund qualify retired members for certain services provided to active members, as well as services designed specifically for retired persons. Payments to the fund are recorded as deferred income when received and amortized over the estimated life expectancy of its members.

Property, equipment, and depreciation
NEA records depreciation on its building in the Capital Improvement Fund. This depreciation is recorded using the straight-line method over the estimated useful life of the building of 50 years. Depreciation on the building was approximately $239,000 in 1991 and 1990, reflecting the change to the Capital Improvement Fund balance.

NEA capitalizes equipment with a cost in excess of $2,500 in the General Fund and depreciates these assets using the straight-line method over the estimated useful life of the assets.

Building renovation costs and expenses
Construction, architectural, design, engineering services and construction-period interest costs related to the renovation of the building had been recorded as deferred costs in the General Fund. Effective August 31, 1991 the building renovation costs were placed in service and the accumulated costs transferred to the Capital Improvement Fund. Amounts incurred during construction related to asbestos removal, moving and facilities rental expenses have been expensed as incurred.

Membership dues
Membership dues are recognized as income over the membership year, which is September 1 through August 31. Dues are assessed to members as provided in the bylaws. An estimated provision for uncollectibles, write-offs and cancellations is charged against membership dues revenues.

In accordance with the bylaws, a percentage of the membership dues is allocated to UniServ grants, (which are included in the expenses of membership and affiliates), whereby NEA provides grants to affiliates to assist in funding their staff representatives whose responsibilities are to implement, improve and coordinate programs of NEA.

Employee benefit plans
NEA has a policy entitling employees with over 10 years of service to severance pay equal to 10 weeks of salary. NEA recognizes the liability for severance pay at the time the employee reaches 10 years of employment and is entitled to the severance pay.

Pension plan expense is funded and expensed as contributions are due and payable.

Post-retirement health care and life insurance benefits for present retirees are expensed when the premiums are payable. NEA has adopted an accrual method of accounting for future benefits to be provided to retirees and qualified active employees (see note 5).

Reclassifications
Certain amounts for the year ended August 31, 1990 in the General Fund Statement of Activity have been reclassified to conform with the August 31, 1991 presentation.

3. GOVERNANCE AFFILIATES, NONGOVERNANCE AFFILIATES AND OTHER ORGANIZATIONS

NEA provides various administrative services and acts as custodian for the funds of certain Governance and Nongovernance Affiliates and other organizations, which also offer services to members of NEA and to other educators. However, each of these organizations has a separate Board of Directors and operates independently of NEA. Accordingly, the accompanying financial statements present the financial activity of NEA exclusive of these organizations, except for the funds held by or due to NEA as custodian.

4. KATE FRANK/DUSHANE PROGRAM

The Kate Frank/DuShane Program (the Program) was established by the Representative Assembly to protect the human, civil and professional rights of school employees. The major project of the Program, the Unified Legal Services Program, provides reimbursement for legal assistance to educational employees in matters related to their employment.

5. RETIREMENT BENEFITS

NEA participates in a multiemployer, defined-benefit retirement plan which is noncontributory for NEA employees and which covers substantially all permanent employees. Approximately 70% of the employees covered under the plan are employed by NEA; the remaining 30% are employees of various state and local affiliates of NEA. NEA's policy is to fund retirement costs accrued.

NEA's retirement contribution expense for the fiscal year ended 1991 was approximately $3,655,671. The accumulated plan benefits and plan net assets available for benefits as of the date of the latest actuarial valuation are presented below:

	January 1	
	1991	1990
Actuarial present value of accumulated benefits:		
Vested	$ 76,803,953	$ 71,111,281
Nonvested	12,848,651	12,293,699
	$ 89,652,604	$ 83,404,980
Net assets available for benefits	$127,310,894	$127,281,219

The increase in the actuarial present value of accumulated benefits reflects plan amendments including a standard cost of living adjustment for retirement benefits.

The actuarial present value of accumulated plan benefits ignores the effects of future compensation increases on the benefits that participants will receive for their past service. If this value is adjusted for projected salary increases, consistent with the assumed rate of return, the adjusted actuarial present value of accumulated plan benefits would be approximately $117,777,000 and $118,808,000 as of January 1, 1991 and 1990, respectively.

The assumed rate of return used in determining the actuarial present value of accumulated plan benefits was 8.5% for 1991 and 8% for 1990. As of January 1, 1991, the retirement plan had no unfunded liabilities.

NEA's employees are also eligible to participate in the 401(k) Salary Reduction Plan of the National Education Association (the Plan) in which the employee can make voluntary, tax-deferred contributions within specified limits. The Plan was established under the provisions of Internal Revenue Code Subsection 401(k) and has received a favorable determination as to its tax status. NEA's contributions to the Plan are based on a set percentage of employee contributions which amounted to $772,508 and $487,230 for the years ended August 31, 1991 and 1990, respectively.

In addition to providing pension benefits, NEA provides various post-retirement health care and life insurance benefits for retirees. Substantially, all of NEA's employees are eligible for these benefits upon retirement. The annual cost for providing such benefits to current retirees is expensed as the premiums are payable, and amounted to approximately $796,000 for fiscal year 1991 and $530,000 for fiscal year 1990.

NEA has adopted an accrual method of accounting to provide for future payment of post-retirement health care benefits. In order to accrue for the estimated obligation to provide such benefits for present retirees and eligible active employees upon retirement over an estimated period of 10 to 12 years, approximately $1,700,000 in fiscal years 1991 and 1990, was accrued and expensed in the General Fund. This obligation, amounting to $7,914,278 and $6,213,822, is included as a liability in the Special Purpose Funds as of August 31, 1991 and 1990.

6. BANK LINE OF CREDIT

NEA has a line of credit of $12,500,000 which was from a commercial bank at the bank's prime interest rate. As of August 31, 1991, the bank's prime interest rate was 8.5% per annum. As of August 31, 1991, $7,403,539 was borrowed against this line to partially finance the building renovation. The amount outstanding was refinanced on October 15, 1991 as part of the permanent loan collateralized by the building renovation (see Note 11).

7. NATIONAL EDUCATION EMPLOYEES ASSISTANCE FUND, INC.

The National Education Employees Assistance Fund, Inc. (NEEAF), formerly the National Teachers Assistance Fund, Inc., is a nonprofit corporation established for the purpose of providing financial and other assistance to member organizations and their individual members involved in disputes over terms and conditions of employment. In this capacity, NEEAF, from time to time, has guaranteed loans made by lending institutions to members who were involved in such disputes. These loans are collateralized by letters of credit from those state affiliates which are members of NEEAF and also by NEA's guarantee in the amount of approximately $2,292,000. In the event of default on a loan, the bylaws of NEEAF provide that the bank shall first draw upon the letter of credit of the state affiliate from which the funds were transmitted and, thereafter, proportionately from all other letters of credit, including NEA's line of credit.

As of August 31, 1991, NEA is contingently liable for $606,149 of the $1,212,298 in loans guaranteed by NEEAF in the event of default. Subsequent to August 31, 1991 NEEAF guaranteed additional loans of $3,111,408 for an additional contingent liability of $1,555,704.

8. NATIONAL FOUNDATION FOR THE IMPROVEMENT OF EDUCATION

The National Foundation for the Improvement of Education (NFIE) was created in 1969 by the National Education Association as a tax-exempt public foundation to improve the quality of education for citizens of the United States.

The Foundation develops strategies that address the most challenging problems confronting American education. NFIE has designed its direction to develop programs in three focus areas: improvement of students' educational success, improvement of teachers' professional capability and improvement of the effectiveness of curriculum and instruction.

During the year ended August 31, 1991, payments totaling $2,300,000 were made to NFIE. Of this amount, approximately $1,800,000 was allocated for an endowment that will help fund other programs to meet critical needs of students and teachers in years to come. The remaining funds were provided to cover administrative supporting services of the NFIE.

9. COMMITMENTS AND CONTINGENCIES

In April 1989, the Executive Committee approved that NEA guarantee a five year loan from American Security Bank to the Indiana State Teachers Association (ISTA). As of August 31, 1991, the amount outstanding on this loan was $1,265,134.

NEA leases office space at a number of locations under noncancelable operating leases. Future minimum lease payments under these leases as of August 31, 1991, are as follows:

1992	$496,015
1993	294,508
1994	68,129
	$858,652

Rental expense for all operating leases was approximately $1,904,000 in 1991 and $1,035,000 in 1990.

NEA has been named as a party in several legal matters, the outcome of which cannot presently be determined. Management believes that the net results of these claims will not have a material impact on NEA.

10. INCOME TAXES

Under provisions of Section 501(c)(5) of the Internal Revenue Code and the applicable income tax regulations of the District of Columbia, NEA is exempt from taxes on income, other than taxes on unrelated business income. Since NEA has incurred a cumulative loss from these unrelated business activities, no provision for income taxes has been recorded in the accompanying financial statements.

11. CONSTRUCTION FINANCING

On October 20, 1988, NEA entered into a construction loan agreement amounting to $36,000,000 of which $36,000,000 is outstanding at August 31, 1991 to be used to partially finance the construction of the NEA headquarters office building. The loan agreement provides for monthly interest only payments on the unpaid principal balance, at variable rates, during the construction period. At August 31, 1991, the interest rate was 8.75% per annum. The loan was collateralized by NEA's headquarters office building, personal property, assignment of future leases and construction contracts.

During the year ended August 31, 1991, approximately $4,925,600 of interest charges has been incurred and has been capitalized as part of building costs.

On October 15, 1991 the present construction loan along with the outstanding balance on the line of credit in the amount of $7,403,539 (see Note 6) was refinanced into a permanent mortgage loan with an 20-year maturity in the amount of $52,000,000 at an average interest rate of 10.125% collateralized by NEA's headquarters office building and personal property.

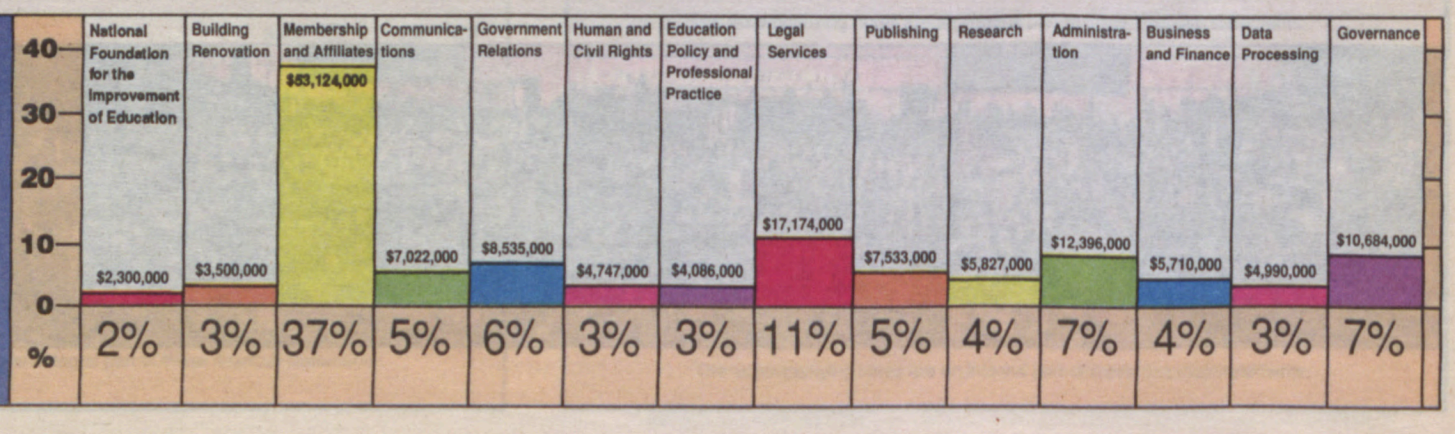
The future maturities of the loan payable are as follows:

Year ending August 31:	
1992	$ 595,986
1993	783,888
1994	866,264
1995	957,299
1996	1,057,897
Thereafter	47,738,666
	$52,000,000

12. INTERFUND TRANSFERS

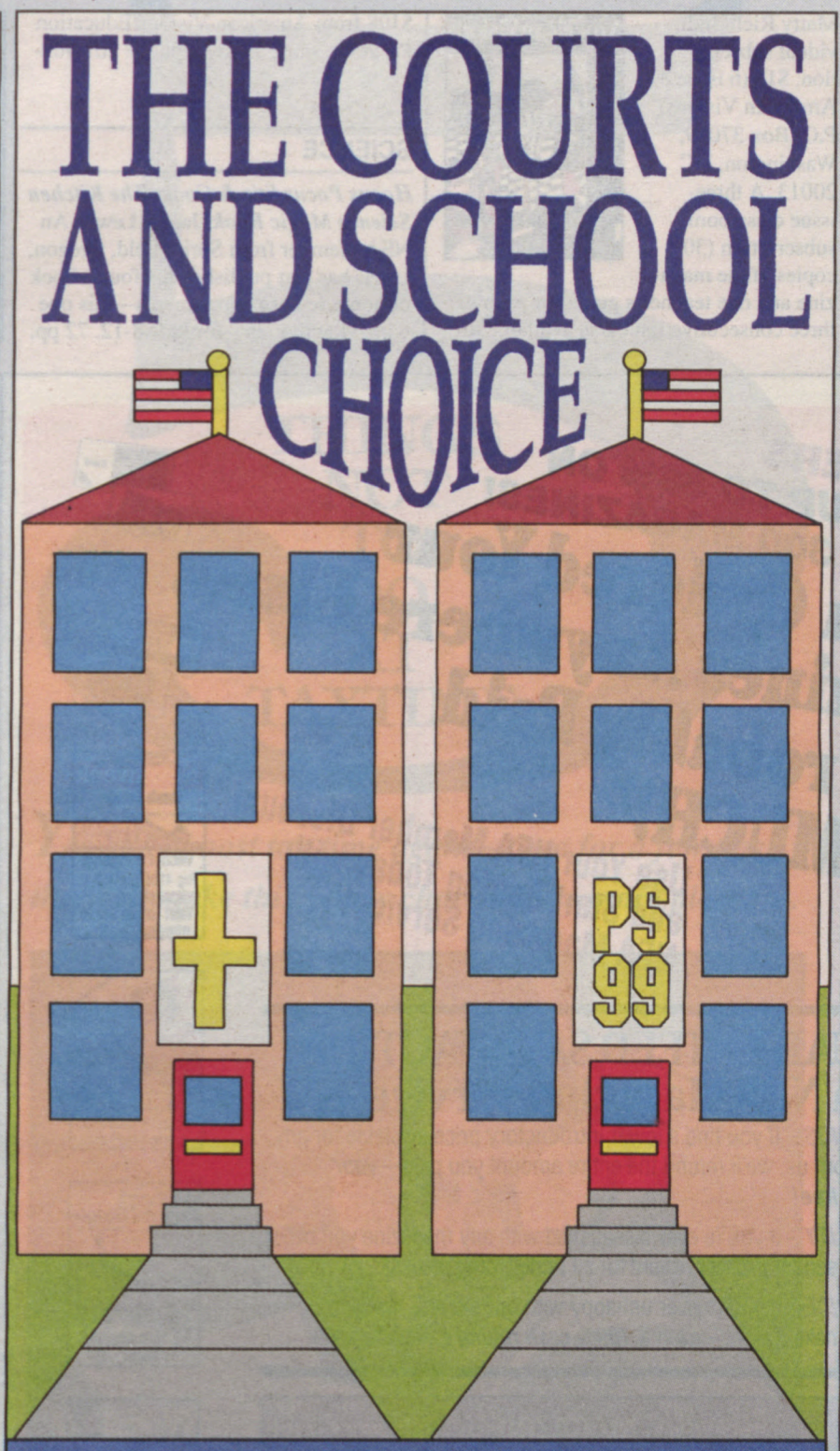
As of August 31, 1991, upon completion of the construction of the building renovation, the total cost of $59,737,590 and debt totaling $43,403,539 were transferred from the General Fund to the Capital Improvement Fund. As of August 31, 1991 the Capital Improvement Fund established a payable of $8,596,461 to the General Fund to reimburse the General Fund for a portion of renovation costs. A permanent transfer from the General Fund to the Capital Improvement Fund of $7,737,590 has been recorded as of August 31, 1991.

WHERE THE MONEY GOES



LEGAL TIMES

THE COURTS AND SCHOOL CHOICE



NEA has long opposed private school choice programs, which channel taxpayers' money to private and parochial schools. Such funding raises serious constitutional questions about government support for religion—or at least it used to.

In recent years the U.S. Supreme Court has shirked its historical duty to maintain the wall of separation between church and state—in this case, between church schools and state aid.

As a result, suits questioning the legality of private school choice plans are more and more likely to be filed in state courts. And many state supreme courts, relying on state constitutions, have struck down such schemes.

On the legislative front, the U.S. Congress and several state legislatures have handed some successes to advocates for private school choice, urged on by their head cheerleader, George Bush.

Congress now spends millions of dollars each year to provide Chapter 1 remedial educational services to children who attend private and parochial schools and to fund vouchers for child care provided by church-run day-care centers.

At the state level, despite widespread debate, only a few private school choice plans have actually been enacted. In Wisconsin, low-income students in Milwaukee can apply for $2,500 vouchers to help pay their tuition at any of the city's non-sectarian private schools.

Minnesota parents are entitled to a tax deduction of $500 or $700 for each dependent child to offset the cost of private (or public) school tuition.

Proponents of church/state separation historically have looked to the U.S. Supreme Court to strike down programs providing state money to religious schools. In the 1970s, they enjoyed some heady successes.

With the advent of the Reagan/Rehnquist Court, however, the rules changed dramatically. In 1983, for example, the Supreme Court upheld the Minnesota tax deduction plan for private school tuition. Three years later, in *Witters v. Washington Department of Services for the Blind,* the Court ruled that a student who qualifies for a state-funded scholarship can use the money to pay for religious study at a private Bible college.

In both cases, the Court held that the programs did not violate the U.S. Constitution because the government aid flowed to the religious institutions by virtue of the individual's "private choice," rather than directly from the government. Given these decisions, the Court may well reject constitutional challenges to carefully-crafted voucher and tuition tax credit programs.

But all is not lost. While the High Court may have foreclosed a federal remedy, state-funded private school choice plans are still open to challenge in state courts under state constitutions.

Unlike the federal constitution, some state constitutions contain very explicit bans on the use of state money to fund private or sectarian education. Equally important, it is the state supreme court, not the U.S. Supreme Court, that has final say on how a state constitutional provision will be interpreted. State supreme courts have not hesitated to strike down aid to religious schools.

Washington State's *Witters* case may be the best example of a state constitutional challenge. After the U.S. Supreme Court ruled that the use of a state-funded scholarship to pay for religious instruction didn't offend the federal First Amendment, the Washington Supreme Court reconsidered the case and held that the program violated an article of the Washington State Constitution that prohibits the use of "public money" for "religious instruction." Since the decision was based on state constitutional grounds, the U.S. Supreme Court refused further review.

Similarly, after the U.S. Supreme Court upheld Minnesota's tuition tax credit program, the Massachusetts Senate asked its state's Supreme Judicial Court whether proposed legislation to create a tax credit for private school tuition would violate the state constitution.

The Massachusetts court noted that it wasn't bound by the Minnesota ruling because Massachusetts' state constitutional restrictions are "more stringent" than the First Amendment. Its ruling: the legislation, if enacted, would run afoul of the state constitution's ban on the use of "public money" to aid any school that is not "publicly owned and under the exclusive control ... of public officers."

A host of other state supreme courts have struck down state aid to private schools on the basis of similar state constitutional provisions:

► In 1985, the Supreme Court of South Dakota ruled that a state law providing for the loan of textbooks to private school students violated the state constitution's ban on aid to "any sectarian school."

► In a case brought by an NEA affiliate, the California Teachers Association, the California Supreme Court in 1981 also struck down a textbook loan program on similar state constitutional grounds.

► In 1971, the Idaho Supreme Court ruled that the state cannot pay for the transportation of parochial school students because the state constitution prohibits aid to any school controlled by a church.

► And in 1990, NEA's state affiliate, the Wisconsin Education Association Council, joined with other organizations in challenging the Milwaukee voucher plan. The challenge succeeded, although on a technicality. The case is now before the Wisconsin Supreme Court.

NEA hasn't stopped working to defeat federal private school choice initiatives at the national level. As a member of the National Coalition for Public Education and Religious Liberty, NEA supported last year several unsuccessful court challenges to parts of the federal Chapter 1 program that send taxpayers' dollars to private schools.

NEA Government Relations is now lobbying Congress to defeat President Bush's proposal for federal vouchers.

But the federal share of education funding is only about 6 percent. The most significant battles over government aid to private and parochial schools will be played out at the state level.

The first line of defense is the state legislature, which must appropriate the money for any voucher plan. In December, for example, the Pennsylvania State Education Association won a tremendous victory in its state legislature. PSEA helped convince lawmakers to defeat a school voucher program that could have sent $300 million in taxpayer funds to the coffers of private and parochial schools. (For details, see page 8.)

NEA assisted in this effort by providing data and information to debunk two widespread myths: that private schools produce better students, and that choice programs make it easier for poor parents to send their children to private schools. NEA also helped finance a media blitz.

Association leaders facing similar challenges in their own statehouses should contact their NEA regional office for technical assistance. For information on choice, contact Andrea DiLorenzo in NEA Government Relations.

If the lobbying effort fails, then a state Association can consider litigation in state court under a state constitutional theory. The NEA Office of General Counsel can share its research with state affiliates.

In fact, NEA will often (not always) share the costs of such a lawsuit through the Unified Legal Services Program. State leaders should check with the NEA Office of Legal Services before filing suit.

The stakes are exceedingly high in the fight over private school choice. Winning requires Association effort at every level.

—Michael Simpson
NEA Office of General Counsel

RESOURCES

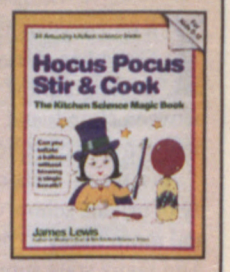
Free or Inexpensive

AFRICAN-AMERICAN STUDIES

American Visions. A bimonthly magazine about African-American culture—past and present. Topics range (as in the issue pictured here) from painter William Johnson to jazz performers and filmmaker Matty Rich. Individual subscription, $18 (6 issues), American Visions, P.O. Box 37049, Washington, DC 20013. A three-issue classroom subscription (30 copies of the magazine and one teacher's guide for each of three consecutive issues) is available for $198 from American Visions Education Program, same address, phone 202/462-1779.

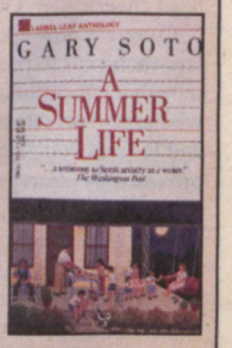
SCIENCE

Hocus Pocus Stir & Cook: The Kitchen Science Magic Book. James Lewis. An NEA member from Springfield, Oregon, Lewis has just published his fourth book of home science experiments—this one with 34 activities—for kids 8-12. 72 pp. $7. From booksellers or by mail—add $1.50 p&h for first book, 50¢ for each additional book—from Meadowbrook Press, 18318 Minnetonka Blvd., Deephaven, MN 55391. Orders of $10 or more may be charged to VISA or MasterCard at 800/338-2232.



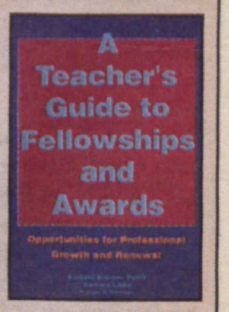
ENGLISH

A Summer Life. Gary Soto. Thirty-nine short (3- to 4-page) prose recollections of growing up in modern America by a young poet and writer of distinction. (Stories are great to teach with, but it's impermissible to photocopy them.) 150 pp. Dell/Laurel-Leaf. $3.50. From booksellers. For information on ordering classroom sets, call the publisher at 800/223-6834 and ask for the Education Department.



PROFESSIONAL DEVELOPMENT

A Teacher's Guide to Fellowships and Awards. Barbara Brauner Berns and others. A directory of professional growth opportunities—most available nationwide—developed for Massachusetts teachers by their state department of education. 162 pp. $6.15 includes p&h. Make check payable to Commonwealth of Massachusetts and send to State Book Store, Rm. 116, State House, Boston, MA 02133.



COMMUNITY SERVICE

StarServe Kit. StarServe is a program funded by the Kraft General Foods Foundation (and supported by NEA) to expand opportunities for student community service. The StarServe free kit for schools includes: K-12 teacher guide, student activity masters (in English; also available in Spanish), posters (specify elementary or secondary), reproducible letter from celebrities, and resource guide. To get a free kit, contact StarServe, P.O. Box 34567, Washington, DC 20043, 800/888-8232.

CRITICAL THINKING

What's That You Say? David W. Abel. A collection of contrasting quotes from notable thinkers and writers that aims to provoke students into making good arguments. 167 pp. $7.95 prepaid to David W. Abel, 118 Riverside Dr., #12C, New York, NY 10024.

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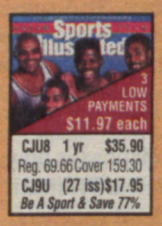

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Business Week	**XVG9**	**44.95**	37.95	**New Woman**	**34RJ**	**16.97**	12.97
Car & Driver	AJ4W	19.94	11.97	New York Magazine	UAA3	39.98	24.00
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The Economist	MBJK	110.00	75.00	Parents	NDFG	20.00	12.95
Elle	**EBP3**	**24.00**	17.97	**PC Magazine (1 yr-22 iss)**	**QDK7**	**44.97**	24.97
Entertainment Weekly	Y7BU	51.48	25.74	Penthouse	J44D	36.00	30.00
Esquire	HD8W	15.94	7.97	Playboy	N7MX	29.97	19.96
European Travel & Life	T8A9	24.00	12.00	Popular Science	6C78	13.94	11.97
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Forbes	4AE9	52.00	32.25	Rolling Stone	4CXH	25.95	17.95
Fortune	EDBG	52.95	26.50	Runners World	M7X4	24.00	17.97
Golf	3MR6	19.94	11.97	**Scientific American**	**QENW**	**36.00**	19.97
Golf Digest	**47RD**	**23.94**	14.97	Seventeen	FDCJ	15.95	13.95
GQ	A778	20.00	18.00	Sporting News (60 iss)	P7YX	82.80	41.40
Harpers Magazine	7BNK	18.00	11.97	**Teaching Pre K-8**	**PJ3T**	**19.77**	12.97
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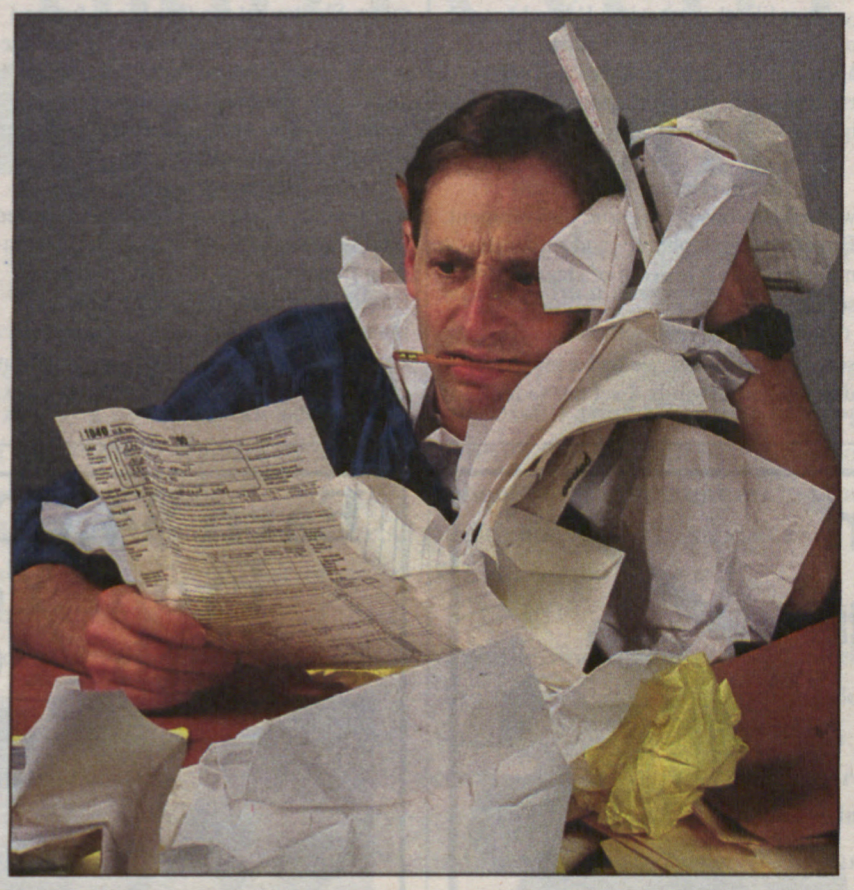
Feb. '92

PERSONALLY SPEAKING

5 THINGS NOT TO DO AT TAXTIME

Yes, it's almost tax time again—time for a few tips that will make this yearly chore a little more pleasant.



Gone are the days when skillful use of consumer credit could save you a bundle in taxes—tax reforms of the past few years have seen to that. This year it's more important than ever to avoid the common pitfalls that add dollars to your tax bill.

Most taxpayers start pulling their records together in February, as the forms they need—those from the Internal Revenue Service and those that document their income and expenses—arrive in the mailbox. That's a good time to think about tax strategy as well.

Here are five common mistakes that can cost you money—or get you into trouble—down the road if you don't pay attention to them now.

► *Failing to check the accuracy of 1099 forms.* Experts say that many taxpayers neglect to check for errors on their 1099 forms, which report self-employment, investment, and interest income.

When you receive these forms (due out by February 1), check each item against your own records. Make sure your name and Social Security number are recorded correctly. See that the payor's name is listed the way you've listed it in your records. And make certain the amount paid coincides precisely with your records.

Accountants say lots of mistakes are made on these forms. For example, the earnings on a custodial account you've set up for your child or a trust account for which you're trustee might be listed as income to you.

Or suppose the bank accidentally adds an extra zero to the income from your certificates of deposit. If there's a mistake on one of these forms, the time to correct it is now.

The same form that's mailed to you is sent to the Internal Revenue Service, where computers match the income reported on the 1099 forms to the income you report on your tax return. A discrepancy could flag you for an audit—but that might not take place for a year or two. That puts you at a disadvantage in trying to reconstruct what happened.

"There are a lot of mistakes in these forms, and they'll catch up with you years from now if you don't take care of them now," says Laurence I. Foster at KPMG Peat Marwick in New York.

If you find an error on the form, contact the company that issued it and get it corrected. Ask that a corrected form be sent to the IRS, too.

Even if all the information is accurate, take care to report it on your return in exactly the same way it's listed on the form.

For example, if you received $100 in dividends in 1991 from your IBM stock, but your broker holds the certificates, the 1099 form might list your broker as the payor. In that case, list the broker as payor on your tax return, too.

The IRS computer will be looking for a match. If it received a 1099 form from your broker reporting a payment to you, it will look on your return for that payment recorded as income. If the computer doesn't see it, "the chances are roughly 100 percent" that the IRS will start sending discrepancy notices to you a year or two from now, says George E. L. Barbee, director of personal financial services for Price Waterhouse.

► *Neglecting to file as head of household when you are entitled to do so.* An unmarried or legally separated person who provides a home for a child or elderly parent may be able to use the head-of-household filing status (rather than single status) and pay less in taxes.

To qualify, you must meet three tests, according to Kent Klaus, a tax partner in the Chicago office of Arthur Andersen & Co. You must be single, you must make a home for someone who depends on you for support, and you must pay more than half the cost of maintaining the home.

Peat Marwick's Foster describes some other cases that can fit into this category. For example, you may be entitled to this filing status if you provide more than half the support for your elderly parents who live in their own home or a nursing home.

Foster says you may qualify even if the child is not dependent—for example, an adult child who works full time, but lives with you and is not filing a joint return with a spouse.

The tax savings can be substantial. For example, Foster calculates that a taxpayer with $35,000 in taxable income would pay $7,162 filing as single. But if the same taxpayer filed as a head of household, the tax bill would be $6,258.

Similarly, be sure to claim the child care credit if you're eligible. The credit ranges from $480 if you have one dependent and income of more than $28,000 to $1,440 if you have two dependents and income of $10,000 or less. Once calculated—and documented on Form 2441—the credit comes off your tax bill.

► *Including state income tax overpayments as taxable income on your federal return when you're not required to do so.* Line 10 on Form 1040 asks for "refund of state and local tax received."

Suppose you received a refund in 1991 on the state taxes you paid in 1990. If you didn't itemize deductions on your 1990 return, you didn't reduce your taxable income by the amount of your state taxes. You've paid tax on that money already: you don't have to do it again. The same is true of the alternative minimum tax (AMT).

"A lot of people dutifully jot down the refund on line 10 and pay the tax even though they don't have to," Foster said.

► *Forgetting to carry forward investment losses.* If your capital losses exceed your capital gains, you can subtract up to $3,000 of the net losses from ordinary income. The rest must be carried over to future years, and deducted by $3,000 a year.

"If you had a very large loss in the 1987 market crash, it's pretty likely you still have carry forwards," said Thomas Ochsenschlager, a tax partner at Grant Thornton in Washington.

► *Failing to use tax-advantaged savings accounts* that will reduce taxable income. If you earn less than $25,000 as a single taxpayer or $40,000 as a couple, you can put up to $2,000 a year into a tax-deductible Individual Retirement Account.

If you have any self-employment income from consulting, lecturing, tutoring, writing, child care—any work you do outside your full-time job—you can contribute up to 13.04 percent to a Simplified Employee Pension or IRA-SEP plan.

Like an IRA, these plans can be set up any time before April 15, and you can put money in until that deadline. The more common retirement plan for the self-employed, the Keogh, had to be set up before January 1, 1992, for you to put 1991 income into it.

—Mary Rowland

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SOUNDING BOARD

What? Leave All This?

By Rebecca K. Merriman

Why would anyone in his or her right mind leave a 'cushy' marketing job, with an expense account, company car, and good salary, to go into the teaching profession?

Having "done my time" in the corporate world, I decided to try my hand at making a difference in the real world. I suppose it had something to do with my approaching thirtieth birthday. So, back to college I went to get my teaching degree.

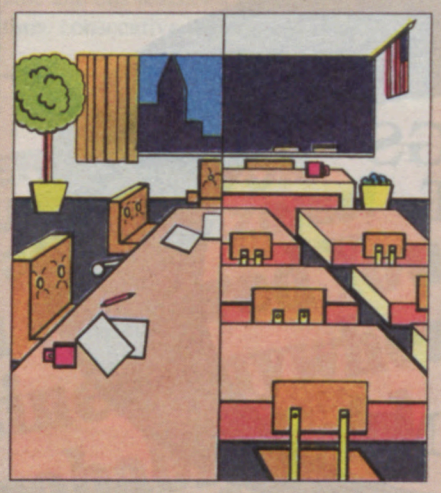
I was warned not to get certified to teach in the two areas I cared most about: art and psychology. "You'll never find a job with those endorsements!" But I recognized that I'd learned the most from teachers who were passionate about their subjects.

Two years and many education classes later, I was ready for the big plunge. I was hired to teach—guess what? Yep, art and psychology at Cheatham County High School in Ashland City, Tennessee, near Nashville—just a 25-minute drive from my house.

I remember the nightmares preceding my first day, especially the one that had me showing up at school in a formal prom dress. That first day, I looked out to survey the sea of faces, many attached to bodies much larger than my 5′4″ frame.

Looking back at me were eyes, lots of them. Some bright, some dreary. All looking for answers. I couldn't imagine why I ever thought myself capable of such an overwhelming task as educating our future generation.

I wanted my expense account and company car back. But I got over that feeling and began what proved to be a successful first day of teaching.



During the following months, there were many wonderful and expressly human moments— too numerous to mention. Also too numerous were the days I wanted to 'throw in the towel' and run back to the corporate jungle.

Days like the one when I'd had enough of Glenn's smart-aleck remarks. He always made those remarks just softly enough so that I could choose whether to ignore them or deal with them.

On this particular day, Glenn wished I'd chosen to ignore his comment. But after I triumphantly and rather dramatically threw him out of class, my guilt set in.

When Glenn returned after his in-school suspension, we had a long-overdue talk. Afterwards, I set out to look for the good in Glenn. I found a lot. Glenn was brilliant and honest. His artwork, nonrepresentational and rendered in stunning pastels, was among the most creative I've ever seen.

I proudly watched a gradual change come over Glenn. He no longer felt the need to make snide remarks about my teaching. His confidence began to grow. His classwork reflected a new sense of self-worth.

Another student who comes to mind when I think of that first year is Lynn, a beautiful blonde with sad eyes. I took a special interest in her and, again, witnessed a gradual but sure change.

But it wasn't until a year later that I realized the significance of our relationship. I'd been selected as the Tennessee Education Association Distinguished Teacher for our school and needed a letter of recommendation to submit for the state competition. I asked Lynn to do the honors.

I cried as I read the letter straight from the heart of that young girl. The part I remember the most told about how a special teacher kept her from taking her life. She had been depressed a long time and had considered suicide.

"Mrs. Merriman taught me a lot about art and art history, but she taught me more. She taught me that life is fun and exciting..." When I consider the loss the world would have suffered if we'd lost Lynn, I'm humbled. Her smile and creative vision may someday change our world. I'm glad I could help.

I can't discuss my first year without mentioning a seminar program I founded (and still conduct) called B.E.S.T (Beginning Educators can be Star Teachers). Based on education research, studies in human potential and classroom experience, B.E.S.T helps combat the isolation commonly experienced by new teachers. But that's another story.

I'm now in my third year of teaching. A few weeks ago, Glenn came to see me. He wanted to tell me about his summer.

He graduated last spring and, after a series of events, ended up as a street person. I was horrified to think of my creative, self-confident Glenn living on the streets. How awful!

Glenn went on. He said being unemployed and on the street gave him plenty of time to think. He began remembering some of the things we had discussed in class. About human relations, about focus, about life.

After pondering some profound truths, Glenn took the necessary steps to patch things up with his family. He subsequently landed a job he loves, taking care of animals at a veterinarian's office, and he's preparing to enter college next year.

As Glenn left, he said, "I just had to come and visit the person who taught me more than anyone else."

More than anyone! Do you think those words aren't indelibly carved into my consciousness? Go ahead. Ask me again. Why would anyone in their right mind leave a 'cushy' job to go into teaching?

No other profession offers the opportunity to mold dreams and mend broken destinies. I suppose there are just some things an expense account can't begin to cover.

Rebecca Merriman teaches teenagers about art, psychology, and life at Tennessee's Cheatham County High School. She also serves on the executive board of her local Association in Cheatham County.

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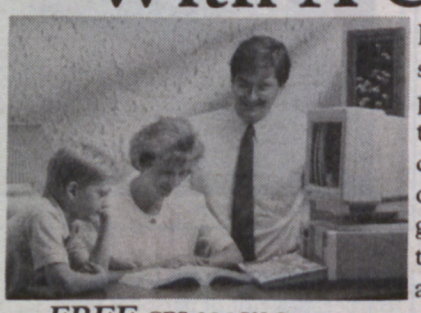

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Changing that perception is the task of Ms. Deever's Enrichment Seminar Classes. For the first hour of each school day, troubled students get a positive view of their future and the ways they can make it better — starting with education.

As Ms. Deever points out, the stakes are high not just for those particular children, but for everyone. "By the time many of us retire, there will be only three workers contributing to Social Security for every retiree. We can't afford to have one of those workers be a dropout."

The Dropout Prevention Program is just one way NFIE is helping teachers help America. It's so successful that 87% of the dropout programs for which it provided seed money have continued with funds from schools and communities. That means your support is multiplied many times over. That is exactly why the NEA created the NFIE.

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With you and NFIE working together, we can make a difference. Teachers like Donnis Deever are the proof.

Donnis Deever is an NFIE grant recipient and Coordinator of Studies for Students At-Risk in the Glendale Union High School District, Glendale, Arizona. An optimist who sees the success of her program, she nonetheless believes America is "a nation in denial" about social problems that require attention now.

NFIE

National Foundation for the Improvement of Education.

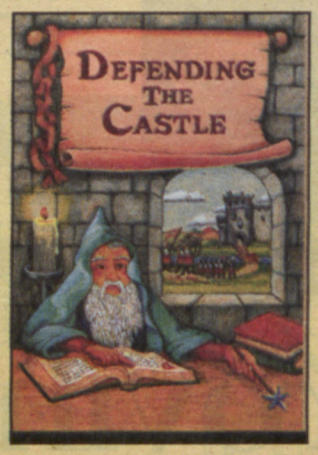
A non-profit, tax-exempt foundation created by the National Education Association.

YOUR NEA

Fighting AIDS: Some New Materials

In an effort to address young people's fears about AIDS, two additional resources are available.

The first is a teen-produced education video, *Stop Aids*. In re-releasing the video, the Corporation for Public Broadcasting (CPB) cites findings of a survey of 6- to 17-year-olds. More kids said they worry about getting AIDS (48 percent) than said they worry about having to fight a war (44 percent).



The 25-minute production brings together the best entries from a CPB nationwide contest for student-produced AIDS education videos. The nine videos, range from light-hearted skits to an emotional look at a teenager who has lost a friend to AIDS.

An accompanying teacher's guide has been developed by KCTS/Seattle in cooperation with NEA's Health Information Network, Seattle Public Schools, and CPB.

Stop Aids videos are available for $15 from: *Stop Aids*, 1640 North Gower St., Hollywood, CA 90028.

The second resource, *Defending the Castle*, is an educational comic book intended to explain the immune system and the ways HIV can infect it. The 15-page booklet is designed for students between the ages of 8 and 12.

Defending the Castle may be ordered for $3.50 a copy from the University of Medicine and Dentistry of New Jersey. Contact: Ann R. Lerner, Program Administrator, Division of Hematology/Oncology, Room 378-C, UMDNJ—Robert Wood Johnson Medical School, One Robert Wood Johnson Place—CN 19, New Brunswick, NJ 08903-0019.

'Teacher TV': Back by Popular Demand

If you liked the pilot of *Teacher TV* that aired November 18, you're not alone. The show won overwhelming viewer approval: 76 percent of those surveyed rated it *excellent*, and 14 percent rated it *good*.

The high ratings have made planning for a follow-up weekly series beginning the first week of April much easier. The show is co-produced by NEA and the cable TV's Learning Channel and shown on the Learning Channel. The pilot show's magazine-type format will be retained, although each program will last 30 minutes instead of an hour. Like the premiere, the new shows will feature the most practical, concrete suggestions that school employees can offer. "We're trying to find what's really working in the schools and then share those programs and strategies," says NEA staffer Barby Halstead-Worrell. "We want to balance the possible with the practical."

If you've got an exciting program you'd like to see highlighted, topics you'd like to see covered, or active learning techniques, strategies, or materials to share, write to Barby Halstead-Worrell, *Teacher TV*, at NEA Center in Washington, D.C.

Teacher Ed: Two Competitions

A partnership between the University of Virginia and James Madison University will sponsor a national teaching competition for teams of prospective teachers from across the United States and Canada and a separate competition for people interested in teacher education curriculum.

Five teams of students with their faculty sponsors will be invited to the University of Virginia in Charlottesville for the Memorial Day weekend to analyze a single teaching and learning situation and to present their analyses to a board of judges comprised of leaders in teaching, teacher education, business, law, and journalism. Airfare, lodging, and meals will be provided. The winning school will be invited to return the following year to defend its title.

In addition, early this year a national advisory board is releasing the rules and timeline for a competition in writing up cases for use in teacher education programs. Each winning submission will be awarded a cash prize of $500. The winning cases will be published in a volume to be made available to the teacher education community.

NEA provided initial support for the competitions. To find out more about the two competitions, call or write: Robert McNergney, Commonwealth Center for the Education of Teachers, 276 Ruffner Hall, University of Virginia, Charlottesville, VA 22903, 804/924-6681.

Health Conference Set for April

School health education and health service practitioners, school administrators, and policymakers will meet this April for a conference on "Comprehensive School Health: A Challenge for the Nineties and Beyond."

Organized by NEA in conjunction with the American Health Foundation and the U.S. Department of Education, the conference will convene April 1-4 in Washington, D.C.

For more information, contact Iris Tropp, project coordinator at the Health Information Network, 1590 Adamson Parkway, Suite 60, Morrow, GA 30260. 404/960-1528.

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LOOKING AHEAD

On the Road Again . . . In Retirement

Have you ever roamed the Grand Canyon? Climbed the Eiffel Tower? Basked in the Hawaiian sun? If you were born in America after the Great Depression, chances are you'll answer yes. So what's next?

The generation with about 30 years on the job is easily the most traveled in the history of the world. These are the people who backpacked through Europe in the '60s, survived the 9-countries-in-14-days package tours of the '70s, and cruised through the '80s.

What's left? Plenty! The fastest-growing segment of the travel industry today is arrangement of special-interest tours that leave travelers with more than just snapshots.

"Today's mature travelers understand that learning is a lifelong process," says Ann H. Waigand, publisher of *The Educated Traveler*, a newsletter of specialty travel. "And those travelers are ready to concentrate on absorbing one thing. They want to understand, not just see."

Educational vacations take many forms. What most share is the expectation that you'll be an active participant in the trip. Typically, before you set out, you receive maps, background books, and a suggested reading list to make sure you have a basic understanding of what you'll be seeing.

Small tour groups are often led by experts whose formal and informal presentations give context to information provided by local guides. Quite often, these experts have access to private homes, special collections, and attractions that are normally off-limits to tourists.

Here's a sample of the new vacation opportunities:

► **Museum- and university-sponsored tours.** Curators and professors can often get you into places not accessible to the average person. Their contacts and knowledge, plus the resources of their institutions, can provide travelers a very rewarding experience.

► **Avocational tours.** Learn more about your favorite hobby, meet people who share your interest, and travel at the same time. You may practice new weaving techniques in Scotland, observe birds in Costa Rica, or discuss Socrates while cruising the Greek Isles.

► **Volunteer vacations.** Do something for someone else. You can choose from tasks like helping dig a well in Central America or planting trees in Nepal.

► **Research vacations.** Help scientists with their experiments. You might monitor seismographs, count dolphins, catch nocturnal insects, or sift for fossils.

► **Adventure Tours.** Trek, climb, hike, run, swim, bike, sail, raft, scuba, ski, or hang-glide your way around someplace new.

Educational travel isn't for everyone. It demands commitment and hard work. And small groups and expert guides can mean higher costs.

The commitment and hard work are built in, but Waigand says you can counter the higher costs by taking shorter trips or traveling off season. The weather in Europe is coldest from January through March, for example, but if you'll be studying indoors, you may not care.

An alternative to taking an established educational tour is to get your travel and accommodations through a budget package tour, then add educational day trips.

Many pre-retirees are discovering that educational vacations are good investments: They can help confirm or disprove ideas about how to spend retirement years, and they can offer tax advantages.

If you're interested in educational travel, make sure to consult your local NEA-Retired chapter. It may organize tours of its own.

For information on becoming an NEA-R member, contact your NEA state affiliate.

Note: A special value for Association members. You can receive a one-year subscription to The Educated Traveler *at $65 for 11 issues (rather than $75 for 10) and a copy of the current edition of the* Directory of Museum Sponsored Tours, *by mentioning this article when you order. Contact* The Educated Traveler, *P.O. Box 220822, Chantilly, VA 22022 (703/471-1063).*

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For more information, contact **NEA Today** Education Marketplace, 1201 16th St., N.W., Washington, DC 20036; 202/822–7207.

Letters

Day in the Life

Thank you, thank you, thank you for the comprehensive view of a counselor's job responsibilities ("The Counselor's In," December). I felt very much part of NEA upon just viewing your cover and was thrilled to read the accurate portrayal of Faith Drescher's day.

As a 14-year counseling veteran of the Baltimore County Public Schools, I'm gratified to see our story given such tremendous exposure. We are extremely fortunate in our county to have elementary school counselors in each school and to have a law in Maryland that mandates the delivery of guidance services to every child in the state. Your explanation of the pending federal legislation will go a long way toward expanding the call for programs across the country.

Counselors in elementary, middle, and high schools provide an essential educational piece that guarantees that each student will be viewed as a whole entity. We can't afford to simply look at grades, systems, societal ills, bureaucracy, or other statistical data.

Let's hear it for the professional counselors who help to keep the real issue in focus.

Wendy S. Mopsik
Timonium, Maryland

An Old Friend

It was splendid to see teacher/paleontologist BQ (Betty Quinn) in your People section (December).

My wife and I met BQ in 1988, at one of the first field schools that Montana State University put on to go out to the anticline and do the actual digging for bones, teeth, and shells. There were some 18 of us—from Washington to California to Florida to Massachusetts—at the dig.

My wife and I have since gone on to use that knowledge in the classroom, where my wife teaches a dinosaur unit in second grade and I augment the information in song and with pictures I took while at Camp Makela and at the Tyrrell Museum of Paleontology at Drumheller, Alberta, Canada.

We have followed the exploits of Jack Horner and his finds and hope one day to get back to camp and see how far the work has progressed since that first year.

George M. Roper
Othello, Washington

Teacher TV

My wife and I (both teachers) think the new *Teacher TV* (November) is a wonderful idea, except for one tragic—maybe fatal—flaw: we cannot afford cable TV!

How many others have noticed this irony?

Steven Norris
Phoenix, Arizona

Can't Believe It

I can't believe my eyes. Here, in the paper and the article that is supposed to advocate for my profession, is a very biased statement. "Willis moved up in a traditionally female way. She moved from elementary to secondary school teacher..." (Human Rights, November).

Is this saying that secondary teaching is a more prestigious position than elementary teaching? I've fought this argument for decades, and now I see it in print in the journal that is supposed to represent me and in an article that is supposed to defend me as a female minority.

There is a general attitude that secondary teachers have more to do, and bigger problems to deal with. I've been told that they should be paid more.

I've worked in both arenas, and I will tell anyone: a teacher is a teacher. It is a simple equation. Both jobs are tough, and it takes a dedicated person to survive and maintain a balance.

I would love to see more room at the top for women. But secondary education experience should not be a prerequisite, and NEA should not imply that it should be.

Michelle Guy DeBord
Rural Retreat, Virginia

Collegial Connections

I agree with your article "Coaching Each Other" ("Do You Know How Well You're Teaching?," November). Teachers need to talk, exchange ideas with fellow members—especially if there are several classes of one grade.

Elementary teachers working with children need to relate to adults (fellow workers) to keep from getting into a rut.

A peer coach would be super at noting actions in the classroom. All would be accepted if done in trust and confidence. It would also be helpful to know that observations would not go on the educator's record.

As a retired elementary teacher, I have one bit of advice: Please check the file record of your principal's yearly evaluation of your teaching. Items listed, if not true, can be corrected before you leave your teaching position.

Please continue to publish "Book Beat." I still order paperback copies of good titles and pass them on to teaching friends.

Hilda Neudecker
Clements, Minnesota

Hold the Sarcasm

I have enjoyed some of the articles in *NEA Today*, but I was very disappointed when I saw the cartoon in your November issue depicting President Bush sitting in a classroom where U.S. "Education" was supposedly being taught. The President was obviously preoccupied with the "Mideast" outside the classroom window. The cartoon went along with an article in the paper regarding the President's involvement in education and his posing for publicity photos involving education.

Recently I was involved with the statewide teachers' strike in Washington State. In this situation, our Governor was made fun of and his plans were given sarcastic names. These kinds of tactics anger me to no end.

We may not agree with our elected officials, and we may feel that they could be doing more for the programs that we are involved with and affected by, but that is no reason to make fun of them or their practices.

I am embarrassed to be associated with a teachers' group that uses such tactics. And it's hard for me to teach respect in my classroom when other teachers are showing disrespect to our President or governor.

Seeing this kind of attitude in our daily area newspapers is quite enough. I do not expect or appreciate it in our Association's paper. Please continue the uplifting, positive articles and discontinue the downgrading, negative ones.

Gwyn J. Booth
Pullman, Washington

Bushwhacking

The article "Photo Ops Are Not Enough"(Nov.) was a real eye opener on the educational views of President Bush. Ms. Dismuke showed us some real insight on the President's "limelight but no substance" approach to our educational needs.

I feel, as do Ms. Dismuke and *NEA Today*, that we need a President who does something about our declining educational system, instead of just talking about doing something. Our government seems to always find the funds for special projects such as Star Wars, but our educational system is another matter.

I, along with the NEA, believe President Bush should not receive the endorsement of the NEA-PAC Council. Let's find someone who is more focused toward education.

Gary Hicks
Terre Haute, Indiana

I heard on National Public Radio that President Bush, in a public address in Ohio, contends that the vast majority of teachers support his Education 2000 proposals "and the methods we are using to achieve those goals."

In the face of this administration's policies and performance in the field of education, to my mind nothing could be further from the truth. As a teacher, I applaud any proposals that would further education in America's schools, but the current administration's approach to solving problems in education—essentially a 'physician, heal thyself' philosophy—is, in my opinion, a perfect photographic negative of the solutions needed.

I cannot imagine NEA being silent in the face of such a blatant lie as President Bush's amateurish projection of the opinions of the nation's teachers. Please write more about this and don't hold back on the salt.

John Schmidt
Centuria, Wisconsin

Beeper Busts

A recent *NEA Today* column mentions schoolchildren possessing and using telephone pagers or beepers during the school day (Trends, October). The article also noted that some school systems have prohibited such practices.

Readers may be interested to know that some states have passed laws that forbid student use of beepers. Virginia enacted its law last year.

School administrators, legislators, and your publication have all been correct in noting a strong correlation between beeper possession and criminal activity, including drug dealing.

Even without assuming a perfect correlation between crime and teen beeper use, it's easy to forbid beepers on the grounds that they are likely to take time and attention away from educational pursuits.

Eric Assur
Fairfax, Virginia

Teaching Record?

I just finished reading the article on Virgie Hutchinson, who taught for 66 years (Heroes & Zeroes, October). My record is *almost* like hers.

In 1929 I received my teaching credential from Bloomsburg University in Pennsylvania. In 1934 I received my A.B. from Penn State. In 1938 I earned my Masters. I taught primary grades in Michigan and then music until 1968 when I moved to California and taught there until I retired.

I'm 82 now and still at it—I'm called on daily to do substitute work. I still love teaching!

Eleanor Cooke
Hemet, California

On Justice Thomas

Chuck Williams, NEA Human and Civil Rights director, says, "There doesn't seem to be a correlation between Thomas' background as a poor Black growing up in the South and his political beliefs" (Washington Watch, October).

I find it sad that someone who holds such a position in NEA would imply there are political beliefs one should hold based on one's color, economic status, and place of origin. Should my background as a middle-class white from a Mid-Atlantic state correlate to a certain set of political beliefs? I find such an assumption about any woman or man to be offensive.

Mr. Williams goes on to acknowledge Justice Thomas' right to his beliefs, but says, "Certainly he's not entitled to impose them on America as a Supreme Court justice." While this is obviously true, it is equally true of any woman or man who has sat on the Supreme Court.

Is Mr. Williams implying that Clarence Thomas will disregard the laws of the land and/or the Constitution and base his decisions instead upon his personal beliefs? If so, it is a serious charge—but without evidence to support it.

If instead, Mr. Williams was merely saying that Thomas' beliefs should prevent him from being a Supreme Court Justice, then he was wrong. This is America, and its citizens and its elected representatives have spoken.

William C. Johnson
Maple Shade, New Jersey

NFIE Guidelines

Guidelines for participation in several grants programs of NEA's National Foundation for the Improvement of Education (NFIE) are now available.

Deadlines for proposals are as follows: Christa McAuliffe Institute grants: postmarked by Feb. 10, 1992; Dropout Prevention grants, postmarked by Feb. 17, 1992. To get a copy of NFIE guidelines, or for more information about NFIE programs, call 202/822-7840, or write NFIE, 1201 16th St., N.W., Washington, DC 20036.

EPA Offers Grants

The Environmental Protection Agency will award grants of $5,000 or less for projects that support environmental education or training. Only organizations—your Association or school district—may apply. Application deadline is March 9. For details and an application kit, write to: EPA Env. Ed. Grants-Applications, AScI, 1365 Beverly Road, McLean, VA 22101 or call 703/847-3036.

Address correspondence to "Letters," *NEA Today*, 1201 16th St., N.W., Washington, DC 20036.

Debate

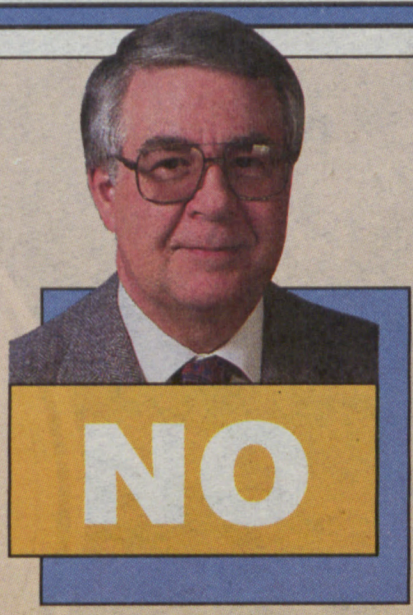
Should Students Dissect Frogs?

YES

Randy Hayes

Sally Hillstrom Chambers teaches seventh grade life science at Taylorview Junior High School in Idaho Falls, Idaho. A science teacher for nearly 20 years, she's currently president-elect of the Idaho Falls Education Association. A side note: she's the proud owner of two cats and a dog.

Now a teacher at Beaverton (Oregon) High School, David Bates has taught science at the secondary level for 29 years. He was the National Association of Biology Teachers' Outstanding Biology Teacher of Oregon in 1990. Bates is an active member of the Beaverton Education Association.



NO

Craig Strong

The purpose of frog dissection is to build interest, to inform and motivate students. No other learning lab can duplicate what each student learns from an actual dissection.

"Mrs. Chambers, when are we going to dissect frogs?" That's the most common question I'm asked at the beginning of each semester of life science.

The dissection lab culminates weeks of studying systems of the body. Student excitement about it builds from year to year and is passed on from older to younger siblings. In fact, it's become a rite of passage.

It seems to me that most people opposed to frog dissection are non-school personnel—animal rights activists with a political agenda or reformers who want to tell educators what to do.

Some people who've been introduced to high-tech equipment argue that videodisk and computer simulations are the best methods to use in teaching about biological systems and anatomy. But it's ludicrous to talk of software for the many classrooms that have no hardware to display it on.

Let's face it: most school districts don't have the money to spend on the technological advances of the '80s, let alone the '90s. Frogs are cheaper.

And, frankly, better. When the teacher is well-prepared, cognizant of all children's feelings, and in charge of her classroom, dissection can be one of the most worthwhile activities of a child's educational career.

Frog parts flying around the class-room, a piece of frog skin used as a book mark, a webbed foot used to tickle a partner's ear—these are all part of the negative "press" of dissections.

But it doesn't have to be that way.

Successful teaching involves much more than command of subject matter. As with any learning experience, a teacher must convey the rules and expectations for a dissection lab prior to the activity. Total preparation of the class is the teacher's responsibility.

Here's how I introduce the lesson: "I know all of you come from different backgrounds. Some have gone hunting with family members. Some have had to handle a dead pet or farm animal. Many of you have not had these experiences.

"I understand that during this lab some of you want to be the leaders, and others want to crawl under your desks. That's okay," I explain. "Every operating room has doctors and nurses. In my lab, you can choose which role you want to play."

At that point, I feel the class relax. The pressure's off. The unknown is known.

Each student is responsible for completing a lab report, but just who does the actual procedure is up to each group of four students.

Many students begin the lab by cover-ing their eyes and peeking through their fingers, and end the lesson by using a probe to see the frog's stomach under the liver.

In one class Megan, a leader in her group, said, "It was fun, hands-on. I liked doing it myself instead of the teacher showing the class. The heart was so little. The way we divide up the work is fair—David wouldn't touch it, and Robert brought his own dissection kit."

As a teacher, I don't push any student. Instead, I respect where students are coming from and constantly reinforce positive behavior. As a result, kids like science and tell me so.

And they learn—a lot. They learn how animals adapt to their environments. They learn how similar frogs are to human beings. And, as a result, they seem to learn appreciation for living things.

Beyond the critical lessons of anatomy, dissection teaches a myriad of critical skills—observation, analysis, interpretation, and comparison.

And, most important, it gets young students interested in careers in science. The Department of Energy has projected a shortage of 400,000 scientists to fill technical positions by the year 2000. To meet the need, we'll need all the incentives, tricks, and hands-on activities we can muster.

Putting it all together, I come to the same conclusion year after year: frog dissection is the biggest bang for the buck at this level of public education.

We must stop the ritual of dissecting frogs as a regular part of the biology curriculum. It's not meaningful. It's a waste of our animal resources. It's expensive. And it takes time and attention away from other critical topics in biology.

Early in my career, I confess I was guilty of spending a large percentage of classroom time studying animals exclusively through dissection. I'd begin the animal unit with the dissection of worms, continue through the phylums to the animal classes, and end with frogs.

Students always complained about dissection, but I never really listened. Until lately—when complaints shifted from the smell of the preserved animals to the value of the entire procedure. I found myself hard pressed to give valid reasons for continuing to waste our natural animal resources.

To give students a brief exposure to the anatomy of an animal, we remove thousands of animals from their habitats, causing in some areas a depletion of the animal and a disruption of the natural habitat. Why?

Many of my colleagues justify dissec-tion in high school biology classes by saying it's critical to the training of future doctors and nurses. I disagree.

First, it's not our mission to train the future doctors and nurses of America. That's a job for colleges and universities. Second, some vitally important lessons need to be taught in biology today—lessons that are more relevant and more meaningful to more students than the lessons of dissection.

I've changed my curriculum to include activities that help students make connections between ecology and the major environmental issues of the day—like preservation of the wetlands.

By observing and collecting data from local wetlands, our students are learning firsthand the value of preserving animal and plant life habitat and the importance of watershed for water retention.

I try to help my students interpret the fight in our own backyard between the timber industry and those trying to save the spotted owl. Emotions aside, we must save a reasonable amount of old-growth timber to preserve the total ecosystem. Trees are renewable; ecosystems are not.

I use role play, readings, and discussion of sensitive environmental issues. I try to make time to teach about AIDS, the ethics of genetics, biotechnology, conservation, and recycling.

I agree with the pro-dissectionists who say there's no substitute for hands-on learning. So, in my classroom, I simulate oil spills and ask students to find ways to clean them up. I include an activity on biological chemistry based on food calories.

To learn about human physiology, my students take each others' blood pressure, determine lung capacity, and more. Throughout these activities, I help students make connections between the causes and effects of good health, nutrition, and fitness.

To teach about animals, I've found many alternatives to the dissection of wild creatures from the environment. I use computer simulations, drawings, model-building.

In experiments with live creatures, I use crickets to study respiration, and mice for units on calories, genetics, and learned behavior. Animals used in the classroom for non-harmful experiments can provide excitement for the students.

Learning should be relevant and meaningful in the biology classroom. It should stress the vast interconnected aspects of the many fascinating life processes for all living organisms—from plants to one-celled amoebas to human beings.

As science unravels the complex aspects of cellular life, it's vital that our students have a broad base of knowledge to help them develop as informed citizens. As teachers, we can give them that base. We can teach them the beauty of the intricacy of nature.

Educators don't have to be part of the problem. By finding alternatives to dissection, we can be role models for our students and help them learn the most important lesson of all—respect for the world around them.

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